

SAFETY

MAY 1961

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



SCUBA SCHOOL

Page 29



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SAFETY

Education

Editor
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James B. Lehman

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XL No. 9 May, 1961

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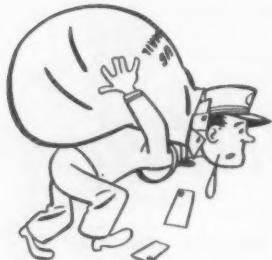


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Mail Box

Sniffers Anonymous

Spokane, Wash.—We noted with interest a paragraph in the March issue which seemed to indicate that the nefarious and dangerous practice of "glue sniffing" has not yet become a problem in the middle west. Here it has stirred up quite a storm in some quarters.

It first came to the attention of the Spokane Area Safety Council about two months ago, at which time the Poison Center asked us if we could do something to publicize its hazards, but which we were requested not to undertake by the chief of police, who was apprehensive that description of the hazards might serve only to spread its practice in this area.

It is reported to have originated in that capital of Zanyland, Los Angeles, where some enterprising teenager discovered that he got a lift out of sniffing the cement he used to construct his model airplanes. It quickly gathered momentum, accepted practices of sniffing were developed, and if it keeps growing, we may soon see an organization of Sniffers Anonymous.

Accepted practice is to squeeze a certain amount of model cement into a plastic bag, hold the bag over the mouth and nose and inhale deeply several times, shaking the bag out to fill it with atmospheric air between each sniff. Effects are guaranteed to arrive much faster than by imbibing alcohol.

The catch is that practically every cement on the market is loaded with various aromatic hydrocarbons which attack such parts of the human body as the kidneys, liver, assorted glands, and the nervous system, these effects being cumulative. For details, consult your nearest Poison Center.

To become serious at last, glue sniffing as it is being practiced here in the Pacific Coast area, is no joke. Marihuana is innocuous compared to potent cumulative damage which cement smelling produces.

E. M. Gearhart, Jr.
Spokane Area Safety Council

Awards aid Program

Canal Zone—In a public ceremony on March 10th, the Governor of the Canal Zone presented to the Civil Affairs Bureau the Governor's Annual Safety Trophy for having the greatest improvement for 1960 in its disabling injury frequency rate; after which the Director of the Civil Affairs Bureau presented to the Superintendent of Schools the National Safety Council's School System Safety Award.

The assistance that your organization gives us through these awards in our safety program is sincerely appreciated and we hope to earn many more in the future.

E. L. Farlow
Civil Affairs Bureau

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SAFETY EDUCATION

by Charles H. Hartman

They Make Their Own Teaching Machines

NAME any subject taught in high school today. For that teaching field there is undoubtedly a variety of commercial audio-visual devices and projects available. Certainly, driver education is no exception. Films, charts, recordings, mock-ups, film strips, motor cut-aways and similar aids are available on a free loan, rental or purchase basis.

Most educators today agree that the proper use of such materials can aid the learning process. While talk of the increased use of self-instructional devices (teaching machines) may strike fear in some hearts, this fearful group represents minority opinion. The teaching machine, like other aids should be viewed as an innovation that provides the teacher with a



vitalized supplement to textbooks and his own resources, not as a replacement for either text or teacher.

This discussion is not intended to be a flag-waving appeal for teaching machines. However, there is still a need for more thoughtful and extensive use of projects and aids in the high school driver education program. I am especially referring to *local, non-commercial production and use* of such materials.

In a college or university teacher preparation program, we stand little chance of persuading future driver education teachers of the values of such projects and aids, unless we give these future teachers opportunities to produce and use appropriate materials.

The photograph on page 5 shows several projects developed by students in the introductory driver education course at Illinois State Normal University. Students prepared these

Charles Hartman is assistant professor, Illinois State Normal University, Normal, Ill.

MAY, 1961

projects during their first formal exposure to the field. The college instructor did not dictate or even "suggest" the project. The student chose his own topic related to driver education and traffic safety and had full responsibility for its development—just as he will when he assumes a position as a high school driver education teacher.

Brief descriptions of the student projects shown in the photograph are:

Accident Spot Map (top left on tackboard).

With the cooperation of the sheriff's department in his home county, one student studied fatal traffic accident reports in the county during a 12 month period. The accident spot map was but one outcome of this project. A written report dealing with causative accident factors formed another part of the project. The student gained a clearer picture of the traffic accident situation in his home county. He developed not only an appreciation for the role of enforcement, but also a deeper understanding of the complexities of the accident problem.

Design for a Multiple Car Area (top center on tackboard).

Another student was interested in learning about off-street practice driving areas where one instructor handles a number of students operating cars simultaneously. He began his project by gathering printed material concerning multiple-car areas and then interviewed instructors experienced in this practice driving plan. He then created a "model" multiple-car area layout complete traffic sign and signal placement. This layout represents thoughtful consideration of facilities desired for a multiple-car area.

Local Traffic Survey (top right on tackboard).

Shown here are only a few of the many analysis forms which resulted from surveying traffic around Illinois State Normal University. This survey was a group project (an entire class) rather than an individual undertaking. The class gathered pertinent data on pedestrian, bicycle and motor-vehicle traffic volume and direction of travel, driver obedience to stop signs at specific locations, parking needs and demands, and other related features of the traffic scene. Students summarized and analyzed the data and presented a brief report to campus and local officials for their interpretation and as a guidepost for future planning.

Microanalysis of Local Area Intersection (bottom center of tackboard).

Irritated and concerned about a particular intersection, one student pinpointed his efforts toward analyzing its dangers, studying possible corrective actions and recommending improvements. Armed only with tape measure, camera and the ability to thoughtfully observe conditions, the student went to work. The end result was a "before" and "after" presentation which convincingly indicated that a small quantity of paint, and a minor change in parking regulation could eliminate or minimize the dangers. This project will be forwarded to an appropriate city official for his consideration of these recommendations.

Traffic Information Board (left on table).

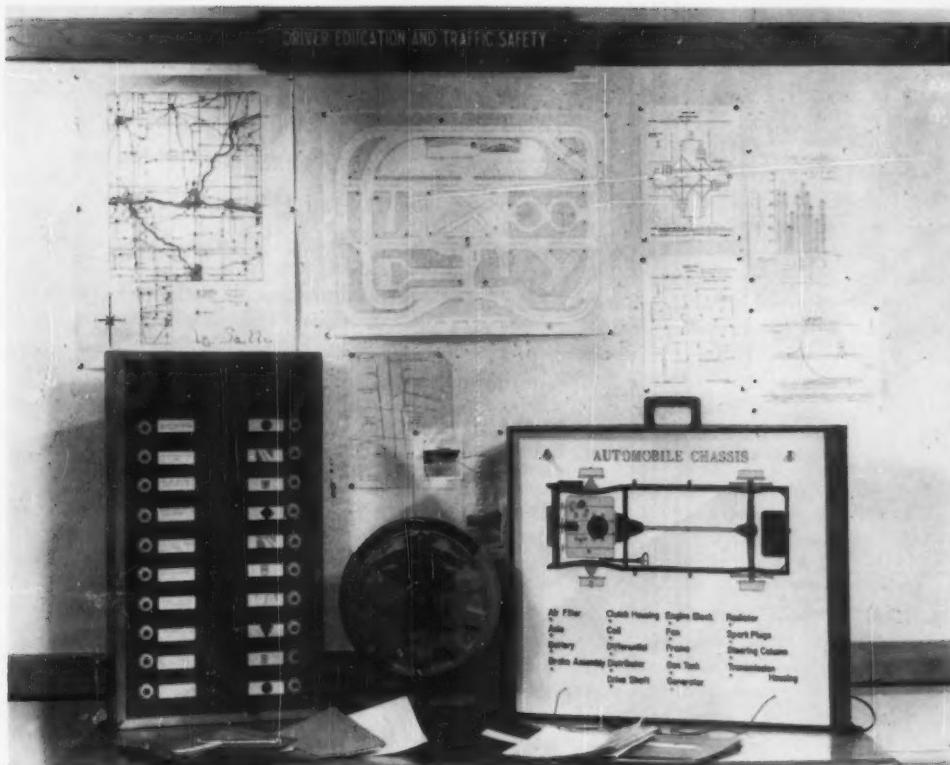
Completely portable and powered by a dry cell battery, this teaching aid is perhaps best adapted to self-instructional use. As seen here, it is prepared for teaching road sign meaning and rules of the road by matching responses. Other concepts can be easily substituted on the board. A light indicates correct responses. Rewiring the board (to prevent students from memorizing the proper matching sequence) can be accomplished with little difficulty.

Cutaway Wheel (center on table).

By salvaging a wheel from a junked car, dismantling it and cutting out a section of a wheel hub, one student fashioned an excellent teaching aid. By painting interior parts different colors, he made it easier to identify and explain parts of the wheel hub and braking system. This teaching aid, like the other two displayed on the table, was constructed for less than five dollars, excluding of course, considerable time and effort.

Automobile Motor and Chassis Diagram (right on table). Senior Art Opfer shows close-up on previous page.

When plugged into a wall outlet, this device becomes a graphic teaching aid concerned with basic car and motor structure. Especially popular with girls in the high school driver education class, the aid enables rapid identification of key parts. By correctly matching a part with its name, two lights at the top of the board flash on. The device has proved useful both before a class and on a self-instructional basis. Many students report a clearer understanding of "under the hood" if adequate textbook study



Display of projects and teaching aids developed by driver education students at Illinois State Normal University.

and use of this teaching aid precede the study of actual parts under the hood of the driver education car.

Library Research Papers (front-table top).

Not all projects take the form of models, teaching machines, surveys, etc. The more typical library (or other written report) approach should be neither minimized nor forgotten.

These are only a few of many projects and aids that could have been developed. Other instructors, both on the high school and college level, could present many additional projects and materials which could be produced.

Now, of course, it would be folly indeed to attempt a great deal of project work unless and until a solid educational foundation had been built for each student. Students first need some background and understanding built around a core of information, skill and attitudes related to driver education and traffic safety.

But given this basic foundation and *then* presented with challenging opportunities to build upon this foundation through project activities, students are often capable of reaching levels of comprehension and maturity that are a surprise and a delight to behold.

Such activities have brought about a salutary effect not only upon the individual or class but also upon others. In particularly fortuitous circumstances there could occur a "spilling over" of interest and concern to the extent that improvements in school, neighborhood, or community traffic safety could result.

A seemingly insignificant project assignment or the skillful use of a "homemade" teaching aid could spark the interest and challenge the creativity of students. Once initiated, then guided into useful and productive avenues, is there a limit to the quality of experience that could result? ●

This year, for the first time, an award program for safety education supervisors was started through the generosity of Norman E. Borgerson. Retired from the Michigan Department of Public Instruction, Borgerson is donating a \$50 government bond to the person who submits the best article on school safety supervision. The judges committee chose this article by Ralph W. Jones as the winner for 1960-61.

The Winner

by Ralph W. Jones

ITHACA, N. Y., is very hilly and has the usual increasing traffic problems. In the summer it is relatively quiet until the 10,000 university students—many with cars—return, and soon after the public schools re-open. Thus, a back to school traffic safety campaign is strongly indicated! This is our eighth year of running such a campaign.

We find that it is sort of like a boxing bout, a bout with that old warrior "Thoughtless Driver," who sometimes uses the alias "Careless Walker."

The "Bout" starts the middle of August.

Round one: Feel out the opposition

A basic fact sheet is prepared.

1. *Statistics*—About 14,000 children will be returning to school (including more than a thousand kindergartners). There will be scores of school buses, hundreds of bike riders, and uncounted numbers of parents driving their children to school.

2. *Suggestions*—Parents: If you drive your child to school, approach the area so that you can let him off on the sidewalk adjacent to the school. When you call for him, plan to meet at a place with the least amount of traffic and the least highway crossings for him.

3. Consult the published bus routes several days before school begins, so that you can phone in any questions in advance. Also, discuss bus courtesy, co-operation and safety with your child.

4. Before school opens, parents should pre-walk the safest route to school with their smaller children.

5. In the basic fact sheet, we re-emphasize the traffic laws regarding stopped school buses with the red lights flashing, traffic zones around schools, stopping distances of cars from varying speeds, etc.

6. We also point out that there is bound to be some traffic confusion until traffic patterns adjust. Children are likely to be over-exuberant and under-careful when eagerly hurrying to meet old friends and heading for new experiences.

Round two: Warm-up reflexes and footwork

We double check the basic fact sheet with chief of police, city traffic division chief, sheriff and the president of the safety council, and secure their help and endorsements.

Round three: Telegraph our blows

The Chamber of Commerce mimeographs the fact sheet and sends 800 copies to its membership, thus covering most of the businesses, industries and many active individuals. We urge

that each group or individual reprint parts or the whole fact sheet for use on bulletin boards, in payroll envelopes, in their business publications, etc.

Round four: Right-crosses to midsection

I send about 80 copies of the fact sheet with a *personal note* to individuals responsible for newspaper and radio advertising. Again, we urge them to use the basic fact sheet along with their imagination and ingenuity to further spread the campaign. We feel that this personal contact is a most important part of the project, and although there is some duplication with "round three"—what fighter ever condemned the old "one-two punch"?

Round five: Enemy becomes wary

With the cooperation of the local A. A. A. and Girl Scouts, we distribute "back to school safety" posters, bumper cards, etc.

Round six: Now the in-fighting

We deliver the National Safety Council lessons, the A. A. A. traffic safety posters and leaflets to all schools. We also make sure that all kindergarten and first grade teachers have special traffic safety lesson material. All of this is ready in advance to be used on the *first day* of school. We also check with our school bus supervisor relative to bus driver-training, buses shipshape, etc.

turn page



Ralph W. Jones is the director of health and safety education of the Ithaca, N. Y., Public Schools. A member of the safety education supervisors section of the National Safety Council, Jones is a charter member of the N. Y. State Council on Health and Safety Education. He is a past president of the Tompkins county safety council and a member of the National Education Association and his state association.

A graduate of Wesleyan University in Connecticut, Jones received his masters degree at Columbia University, where he took his first course in safety education. Jones and his wife have a daughter at Bucknell University.

New Editor for SAFETY EDUCATION

SAFETY EDUCATION will have a new editor in September.

The editor Nancy Margolis resigned from the National Safety Council May 1. Taking her place will be Thea K. Flaum.

A member of the Council staff for four years, Mrs. Margolis edited the *Home Safety Review*

and *Farm Safety* before becoming editor of this magazine in 1959. She is a graduate of Medill School of Journalism, Northwestern University.

Mrs. Flaum has been a member of the editorial staff of *Advertising Requirements*. She graduated from Skidmore College, where she was the editor-in-chief of the *Skidmore News*.

The Winner

from previous page

Round seven: Jabs wear 'em down

We contact all highway commissioners and urge that school safety signs, crosswalk painting, shrub cutting for visibility, etc. all be done in plenty of time.

Round eight: We pursue enemy

We make a round of visits to each school to double-check hazardous situations.

Round nine: Save for the final round

Also, we sit down and try to figure new and easier ways to run the whole thing for next year. (Actually we now have a basic pattern which helps to make it more efficient and effective, although it still takes a lot of punching!)

Round ten: We keep up the guard

It looks as if we are going to win on points, but we can't completely knock out those old Devils: "Carelessness, Cockiness, and Cussedness."

So ends the bout. It takes about six weeks from middle of August to the end of September.

But, we were able to get a newspaper item, (an add, or news story) about every third day; plus at least 200 radio spot announcements. These, along with all of the rest of the education and publicity has been very worthwhile.

Also with so much whole-hearted co-operation we could not help but make many individuals, agencies and businesses a little more interested, aware and helpful to the cause of traffic safety. ●

Judges for this award program were the Safety Education Advisory committee: chairman, John Hill, Texas A & M College, College Station; Homer Bronson, Chico State College, Calif.; Richard Eckert, Arlington High School, Ill.; L. Vaughn Gayman, Loras College, Dubuque, Iowa; Richard Jones, Keokuk Community High School, Iowa; Joseph Kaplan, Greater Los Angeles Chapter, National Safety Council; Mary Rappaport, New York State Department of Education; Yvonne Jones Slover, Meadowbrook Elementary School, Fort Lauderdale, Fla.; Ivan Stehman, Pennsylvania Department of Public Instruction.

DUOLETON BOARD

New course of driver ed

"Driver Education for the Exceptional Child" is a new course being offered this summer at Michigan State University. Thought to be the first in the country, this course will be restricted to driver education teachers and teachers of mentally handicapped children in high school. Its aim is to provide teachers with the special skills and knowledge needed to teach students who have learning problems.

Dogs go to school

Dogs are making pests of themselves in more than one school across the country. Often children bring their pets to school; other times, the pets just come themselves. In Rockport, Tex., the principal of Fulton Elementary School complained that a congregation of dogs is "growing fat on children's lunches. Some children like dogs and some dogs like children, but eventually someone is going to get hurt," he said. Have you had this problem?

It's too late now, but . . .

In a recent check of all Iowa drivers involved in fatal accidents last year, officials noted that 53 drivers were in the 16 to 17 age group. It was interesting that only one of these students had taken driver education. The Iowa Department of Public Instruction pointed out, however, that 59.5 per cent of all students in this age group had received driver education.

Tell it to your PTA

Misuse of plastic bags is still taking its toll over the country. Accidental deaths from thin plastic products went over the 100 mark again during 1960, according to a survey taken by the NSC's home department. Most of the victims were under one year old; they suffocated when mother made the mistake of reusing a plastic dry cleaning bag to wrap the baby mattress. The plastic industry is continuing its campaign to warn parents to throw away such bags.

Teens aid travelers

'Twas the night before Christmas when 30 Deming (N. M.) high school students helped state police in a roadblock auto safety inspection. While the officers checked the cars, the student council and traffic safety club members served refreshments, such as hot coffee and doughnuts, to travelers. They're hoping other student groups over the country will find similar ways to make holiday travel safer.

Mortuary Awards

San Francisco school district announced that two \$500 safe driving scholarships will be awarded annually to a girl and a boy who have completed a high school driver education course. The sponsor is the Godeau Funeral Home.

Traveling with children can be—

as easy as ABC

by Peter Hanen

HOW can you keep your little passengers in tow during your long-awaited auto trips this summer? Here are some suggestions in the form of that fine old traveler's time consumer, "My Grandmother went on a picnic and she took along:

an **A**dult in the back seat—the best way to keep the children out of the driver's hair. An adult can handily read, feed and play with them if sitting back there. Toddlers should sit in the middle with the older children at the windows—no arms or heads out, ever!

a **B**ag of toys—things to remember about toys: dole them out one at a time to prolong their attraction; leave toys with sharp edges at home—books, games and soft toys make better traveling companions. Keep toys in a bag when not in use and keep them off the back shelf.

a **C**ar bed—for the infant, the safest place is strapped in a car bed placed down between the back and front seats. For the toddlers, a baby-bed mattress over luggage on the floor, creates a larger play area or a bed.

some **D**rinking cups—don't use glasses or bottles; paper cups are best.

some **E**nergy—know the upper and lower limits of everyone, including the driver. Infants will sleep a lot; six year olds and up often entertain themselves. But the restless years from one to five will give you the most trouble; perhaps there is nothing better than regular stops to let them run off steam.

a **F**amiliar—don't forget the imaginary friends your children have invented. Help them along with their fantasies and you'll have a smoother ride.

some **G**ames—"Hand's Up" is the best opener. Make everyone stick 'em up before you close the doors; you'll never see a smashed

Peter Hanen is associate editor of the *Home Safety Review*.

finger on a child. Others include 'I'm thinking of something,' spelling from roads signs, travel bingo, count the poles, Who's Zoo, and the one we're playing in earnest right now.

a **H**arness—this offers the best protection for the one to fivers. Until a child weighs 55 pounds or more, it cannot qualify for seat belt protection. Good car harnesses are on the market and can help prevent fast-stop scratches and bruises.

some **I**nsecurity—the journey into the unknown can be frightening for the young. A well known object—blanket, toy, etc., may help this. Assigning everyone a special seat gives a feeling of belonging and a familiar place for the child to jump into on entering the car.

some **J**ollity—when spirits are flagging and fatigue is creeping in, it takes real fiber to come up with a sense of humor. If you can take along an extra jot of jollity, you're in good shape.

a **K**itchenette—the handy car snack bar can quell a riot where nothing else might avail. No lollipops or ice cream sticks allowed! Keep rigid objects out of children's hands, and don't forget a litter bag.

some **L**ong range plans—besides the where to eat and where to stay, pick out points of interest for the children as logical stops; these include forts, zoos, museums, playgrounds, little creeks, and all the funland attractions.

some **M**omentum—a body in motion remains in motion until it is arrested by something. Thus there is an obvious need to pad the hardware inside the car; throw in a few pillows, too. The principle of momentum dictates that the "Keep Seated" rule must always be obeyed, no standing allowed.

some **N**aupathia—here is a word that the children won't recognize when you're talking about motion sickness. Pills can help the problem a great deal, but it's wise to keep an empty



Temper trials can't mix with safe driving. On vacation trips, "order in the car" must be the rule, but it need not be dull routine for youngsters. Map out some auto activities before you map out your route and have fun.

dairy carton handy plus towel and damp wash cloth.

some **Order** in the car—the old epigram, a place for everything . . . , takes on new meaning in the moving vehicle: anything not strapped down, including children, pets, luggage, food and so on, becomes a deadly weapon at impact or at quick stops.

a **Picnic** lunch—this is what we came for; and it's the most satisfying stop for the kids.

a **Quadruped** — if Rover must come along, put a harness on him and anchor him in the back seat on the right hand side of the car. This way he can't jump onto the driver.

some **Rear door safety locks**—install them and teach youngsters how to use them. Double check each time before the car starts.

and **Seat belts**—required for everyone big enough to wear them (55 pounds and over). Install seat belts now and wear them even for short jaunts. Children mimic—and they'll learn from watching you. Also, they keep the children in place and give them a feeling of security.

some **Talcum powder**—what could be more soothing after hours of hot summer driving than a cooling talc rubdown. Chafing is often at the base of a child's restlessness.

the **Upperhand**—obedience comes from respect for the parents. A feeling of responsibility

helps too—put each child in charge of something which can be his own duty for the drive. Older children can lock doors; younger ones can count fastened seat belts and check litter bags.

some **Vigilance**—this need not be a dull and wearing task if you try putting yourself at the child's level of interest. The child's world contains a free play of imagination, and you can have a good time on your own following its course.

some **Water**—there is nothing like water and animal crackers, or milk and cookies to temporarily halt restlessness in the back seat. Also, this tends to solve the problem of when to stop.

a **Xebec**—this is a corsair, an adventure ship. With just a twist of the mind you can turn your little band into buccaneers bound for high adventure.

some **Yo-heave-ho**—a hearty song fest of simple sea chanties can harness energies in an effective way; and last,

the **Zephyr** and the **Zeitgeist**—with a fresh breeze to sweeten the lungs and the spirit of the times to set you on the move, there is only one thing left to say: take a moment to examine your assumptions about the movement of your time-machine through space; just a little care can put adequate protection into your journey●

CAUSES OF SCHOOL AGE DEATHS IN THE U. S., 1959

Cause of Death	5-9 Years			10-14 Years			TOTALS: 5-14 Years			15-19 Years			20-24 Years			TOTALS: 5-24 Years		
	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths
All Deaths	9,028	100%	7,402	100%	16,430	100%	11,931	100%	13,337	100%	4,617	56	6,652	50	41,698	100%		
Accidents	3,402	38	3,109	42	6,511	40	6,617	56	6,652	50	19,780	47						
Cancer (malignant neoplasms)	1,417	16	1,019	14	2,436	15	965	8	1,026	8	4,427	11						
Congenital malformations	785	9	525	7	1,310	8	-	397	3	258	2	1,965	5					
Homicide	96	1	90	1	186	1	459	4	916	7	1,561	4						
Diseases of heart (incl. rheumatic fever)	177	2	266	4	443	3	384	3	624	5	1,451	3						
Pneumonia	454	5	296	4	750	5	299	3	277	2	1,326	3						
Suicide	2	*	84	1	86	*	433	4	719	5	1,238	3						
Nephritis and nephrosis	130	1	179	3	309	2	200	2	253	2	762	2						
Vascular lesions, central nervous system	114	1	112	2	226	1	161	1	247	2	634	2						
Benign, unspecified neoplasms	126	1	114	2	240	1	85	1	92	1	417	1						
Complications of pregnancy, childbirth, puerperium	0	0	6	*	6	*	124	1	227	2	357	1						
Diabetes mellitus	46	1	81	1	127	1	87	1	116	1	330	1						
Anemias	127	1	68	1	195	1	59	1	67	1	321	1						
Appendicitis	88	1	59	1	147	1	55	1	30	*	232	1						
Meningitis (nornmeningococcal)	100	1	49	1	149	1	45	*	26	*	220	1						
Tuberculosis, all forms	41	*	18	*	59	*	45	*	108	1	212	1						
Gastritis, enteritis, colitis	70	1	34	*	104	1	37	*	63	1	204	1						
Acute poliomyelitis	72	1	34	*	106	1	27	*	57	*	190	*						
Influenza	46	1	55	1	101	1	25	*	26	*	152	*						
Asthma	29	*	36	1	65	*	27	*	42	*	134	*						
Meningococcal infections	54	1	33	*	87	1	29	*	14	*	130	*						
Infections of kidney	13	*	27	*	40	*	35	*	54	*	129	*						
Bronchitis	60	1	29	*	89	*	20	*	19	*	128	*						
Hernia and intestinal obstruction	29	*	25	*	54	*	21	*	35	*	110	*						
Measles	82	1	19	*	101	1	6	*	2	*	109	*						
All other causes	1,468	16	1,035	14	2,503	15	1,289	11	1,387	10	5,179	12						
Accidental Death Rates†		18.2		18.9		18.5		51.5		61.3		33.6						

*Less than one-half of one per cent.

Source: National Office of Vital Statistics.
†Rates are deaths per 100,000 population in each age group.

by Jennie Spadafora

Progress Is Slow

HOW does your city's death rate compare with the national figures? Where does your state stand? Are you able to estimate your school's standing relative to the national child death rate?

The latest accident facts which follow can help you to evaluate your state and local accident prevention work.

ACCIDENTS are still the main cause of death for children and youth 5 to 24 years old, according to the 1959 figures just released by the National Safety Council. In this age group, 47 per cent of all deaths were due to accidents. Two out of five children (5 to 14) who died were killed in accidents. The ratio was even higher for ages 15 to 19 and 20 to 24. Accidents for all three age groups claimed a total of 19,780 lives.

The second cause of death in 1959 school age persons was cancer with a total of 4,427 deaths. Congenital malformations was third with 1,965, followed by homicide and heart disease (including rheumatic fever) with 1,561 and 1,451, respectively.

Over the 10-year period 1949 to 1959, accidental deaths of persons 5 to 24 years old increased 16 per cent—from 17,061 in 1949 to 19,780 in 1959. However, since the number of persons in this age group increased 27 per cent, the death rate per 100,000 population decreased 9 per cent from 36.9 in 1949 to 33.6 in 1959.

The accompanying table gives the 1959 report on causes of death for each five year age group from 5 to 24 years. The frequency of deaths for some causes fluctuates considerably from one age group to another. The accidental death rate per 100,000 persons varies from 18.2 for children 5 to 9 years of age to 61.3 for persons 20 to 24 years old.

Jennie Spadafora is a statistician in the statistics division, National Safety Council.

MAY, 1961

Among children 5 to 9 years of age, cancer with 1,417 deaths was the second cause of death followed by 785 deaths from congenital malformations and 454 from pneumonia. Accidents took more lives in this age group than the next eight leading causes combined.

Cancer, with 1,019 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Congenital malformations, the next most frequent cause, was responsible for 525 deaths and pneumonia 296 deaths. Accidents caused more than three times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer with 965 fatalities. There were 459 deaths from homicide, 433 from suicide, and 397 from congenital malformations, the next most important causes. Again, accidents were the major cause of death, taking more than three times as many lives as the three leading nonaccidental causes combined.

Among persons 20 to 24 years of age, cancer, with 1,026 deaths, was the leading nonaccidental cause of death. Homicide ranked next with 916 deaths followed by suicide with 719. The chief cause, accidents, resulted in more than six times as many deaths in this age group as cancer.

Over the past 10 years, medical science has proved its effective power among persons 5 to 24 years old. In 1949, the death rate in this age group from tuberculosis was 8.3 per 100,000 persons; in 1959, this rate had dropped to 0.4. In 1949, the rate was 6.7 for heart disease (including rheumatic fever) and 2.8 for pneumonia; in 1959, the rates were 2.5 and 2.3, respectively. In 1949, appendicitis had a rate of 1.4; in 1959, it was 0.4.

Progress in accident prevention work has been much slower than in the field of disease prevention and cure. However, improvements have been made. With increased support and effort on the part of schools, an even more favorable trend could be realized.●

Ever wish you were two people?



**If you read
the horrifying facts
on preceding page**

You'll Want Help

**These safety lessons
can be a real aid**

by James Mann

14

ELEMENTARY lessons for the coming year will be familiar, yet new—offering teachers countless opportunities to correlate and apply special emphasis in their use. The 1961-62 lessons can apply directly to functional, civic-social understandings as well as safety learnings. The emphases I suggest are *participation, responsibility and thinking and planning*.

Participation in surveying potential dangers and in providing safeguards for these dangers develops attitudes of *responsibility* toward one's own safety and the safety of others. *Thinking* and *planning* ahead for safe conduct in varying situations strengthens the likelihood of carry-over from teaching situations.

The general lesson outline points up a few opportunities for emphasizing these values:

September: Safe conduct in school, playground and to and from school; opportunity for children to make up a code of conduct for each.

October: Responsibility for good housekeeping and clean up campaigns in school or home (perhaps through committees); fire prevention through one's own responsibility and a study of facts; helping younger children to avoid the hazards of fire.

November: Weather-connected hazards; an awareness and a motivation to look ahead to the contingencies of

James Mann is principal of Hubbard Woods School, Winnetka, Ill., and author of the elementary safety lessons.

SAFETY EDUCATION

VISUAL AIDS →

seasonal activities; application of knowledge about explosives and firearms.

December: Safe use of toys; how to choose safe toys, including buying toys for very young children (brothers and sisters); self-control during an exciting season.

January: Outdoor play in winter; understanding the relationship between condition of equipment and safe operation. Thinking and planning for environmental hazards.

February: Animals at home and at school; understanding the relationship between handling animals and safety; knowledge of basic procedure in case of animal bites or scratches.

March: Safety in school conditions and conduct. A cooperative look at conditions and conduct in school. Developing increased sensitivity to potentially hazardous conditions or actions.

April: Safety on wheels. Accepting responsibility for the condition of equipment and its use; rights of others to be protected from careless use of toys that move.

May: Water safety. Judging and understanding the safety of conditions—where and when to swim safely; special dangers; standard practices of safety such as the buddy system.

There are two sets of elementary lessons with content and vocabulary adjusted to fit either the lower or upper elementary grades.

Here we have suggested some possible implications in using the lessons to insure the additional learnings in civic-social areas as well as the functional safety learnings.

Lessons and visual aids can be ordered now by subscription (nine months supply) for delivery throughout the year. Write the National Safety Council. Lessons: price—\$.28 per subscription for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1 (lower elementary) and 461.01-2 (upper elementary). Visual aids: price—\$.88 each for 1 to 9 subscriptions; stock no. 481.11-1.●



turn page



by Vincent McGuire

Secondary

IN academic work a student must study constantly to keep abreast of new ideas and concepts. In safety work the same thing holds true. The secondary lessons for 1961-62 are designed to promote safety awareness as well as academic proficiency. The monthly themes for the coming school year are as follows:

September—the general accident problem
October—fire safety
November—safety at school
December—home safety
January—winter safety
February—school safety
March—citizenship and safety
April—teenage driving
May—summer safety

To provide a practical application for classroom work, the lessons will contain exercises and drills, suggestions for individual and group projects, and ideas for assembly programs and bulletin board displays. Some of the specific work covered in the lessons is as follows:

- In the language arts areas, students are given writing exercises involving spelling, contractions, irregular verbs, sentence structure, modifiers, prepositional phrases and other elements of grammar.
- For social studies, students will analyze famous historical documents and trace the development of state and federal regulations. The introduction and passage of congressional bills is also covered. Research on local laws, surveys of existing conditions in the school and community, and suggested school-community projects form a part of the social studies approach.
- In science, the lessons cover such things as the dangers of carbon monoxide, poisons and electricity. Force, energy, friction, inertia and speed are some of the phases of physics covered.
- In mathematics, formula work is provided to emphasize the importance of bus safety. In addition, gathering and interpreting data and presenting conclusions are stressed.

Join the thousands of schools who have found the secondary lessons helpful in their safety program. Lessons and visual aids can be ordered now by subscription (nine months supply) for delivery throughout the year. Write the National Safety Council. Lessons: price—\$.28 per subscription for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3 (junior high) and 461.01-4 (senior high). Visual aids: price—\$.88 each for 1 to 9 subscriptions; stock no. 481.11-2.

Vincent McGuire is professor of secondary education, University of Florida, Gainesville, and author of the secondary safety lessons.

SAFETY EDUCATION

Your Breath Can Save A Life

Learn this approved method
to restore breathing—mouth-to-mouth respiration.



1. If you see water, mucus or food in the mouth, wipe it away quickly. Tilt head back so chin points up to clear air passage.



2. Push or pull victim's jaw to jutting-out position.



3. Open your mouth wide and place it tightly over victim's mouth (and nose if victim is a child). At same time, pinch victim's nostrils shut. Blow into mouth until you see the chest lift.



4. Remove your mouth; listen for air return. Repeat blowing effort—about 12 deep breaths a minute for an adult, 20 shallow ones a minute for a child. If you hear no air return, recheck head position.

**Thousands of lives have been saved by people
who knew this method of artificial respiration.**

Windy City Welcomes

**National
Safety
Congress**



**October 16 to 21, 1961
Chicago, Illinois**

**Lectures
Demonstrations
Panels
Discussions

Dinners
Reception
Dancing
Exhibits**

NATIVES call it the "Windy City." Yet, they under-estimate its velocity until they watch Chicago welcome more than 12,000 delegates to the National Safety Congress. For one swift October week, not one but nine of the big Loop hotels are as packed as a rush hour elevator. More lights are blazing in more hotel meeting rooms than at any other time of the year.

Growing annually, the Congress has increasingly more speakers, larger audiences, more work, but no less fun. The plant foremen rub elbows with corporation presidents; kindergarten teachers exchange theories with college presidents. During this week, all their diversified interests become channeled toward the main objective: accident prevention and safety education.

Delegates to the school and college sessions will gather in the Hamilton hotel and will experience five busy days. Here are just a few of the features:

- A "first time ever" for the school and college meetings will be a session for the early birds. The early, early morning session will be at the Hamilton on Tuesday from 7:45 to 8:15 a.m.
- Special tour for school people of WTTW, the educational television station in the Museum of Science and Industry.
- A tradition in the making has been the school and college breakfast, which will be held for the third year on Monday morning. Early reservations are the word for the wise.
- Other times for mixing culinary delights with company business will be at the school and college luncheon and the annual Wednesday morning breakfast, sponsored by the Insurance Institute for Highway Safety. Keynote speaker for the Wednesday luncheon will be Anthony Marinaccio, superintendent of schools, Davenport, Iowa.
- This year the reciprocal honor of presenting the Gordon Graham Memorial Address goes to Samuel Brownell, superintendent of schools in Detroit, Mich. This annual lecture kicks off the school and college sessions at the opening general session on Monday afternoon.
- Monday evening's bull sessions will number four. This year, audiences will not rotate, as in the past, but will select one session for more intensive analysis of safety problems. The four

group discussions will explore: school transportation, engineering and design in traffic safety, school employe safety and safety swimming.

Sessions for supervisors

Topping the list of four stimulating sessions for supervisors will be the Sunday afternoon meeting on preparing for disasters. Delegates will consider ways to plan and drill for many emergencies, ranging from violent wind conditions, floods, blizzards, and fires to enemy attack. Program chairman for the safety education supervisors section is Ronald Patterson, Detroit Public Schools. Patterson said this session will include discussions on drills and equipment for emergencies as well as methods of communication and dealing with official agencies.

Elementary educators work hard

Elementary educators will explore questions related to the elementary section's two year study on: does safety education contribute to the intellectual development of the child or is it entirely a service area? They will observe a demonstration of safety used as a core in a fifth grade. Delegates will discuss such questions as, what the concept "balanced in the curriculum" means in relation to safety education and what part of safety education belongs in the schools.

Higher education offerings

Bicycles on campus is almost certain to occupy part of the problem-solving sessions on campus safety. College men and women will hear more about safety education centers which are now in developmental stages. The age-old problem of what should comprise a recommended basic course in safety education on the college level will also be discussed.

Driver educators meet

Driver educators will try their hand at forecasting the future of driver education through examining its present status over the country. Delegates will exchange views on the relationship of driver education to other areas of the curriculum. In addition, they will study the roles and contributions of driver education to a community's traffic safety program.

Applications for hotel reservations are now being accepted by the school and college department. Write soon and begin making plans for a rewarding week filled with stimulating studies and practical programs●



"Look ma, no mouthpiece." Divers have mouthpieces out to practice putting them on, clearing them under water.

Scuba



Skill and confidence in emergency action are imperative. Practice proper method of buddy breathing, where two divers

by William H. Watson

FOUR students at Florida State University died while scuba diving last year. These students might have been alive today had they known diving safety.

The student body was sufficiently aroused to do something to prevent the recurrence of such tragedy. Two representatives from the student body government, the safety coordinator and the assistant dean of students met with eight well-qualified student scuba divers to organize the Underwater Safety Council.

Because of the warm climate and the many clear water springs, scuba diving is quite a

popular sport at F. S. U. The water temperature at Wakulla springs remains around 70 degrees all year. It is one of the largest and deepest springs. Even at its maximum depth of 185 feet, objects are clearly visible and lure many scuba divers.

The term *scuba* is an abbreviation of self-contained underwater breathing apparatus. The scuba diver carries a breathing tank on his back and can maneuver freely under water without having to come up for air or drag along a tangle of tubes and cables.

The student council found that an increasing number of people have taken up this fascinating underwater sport. Many literally dive into danger because of poor swimming ability, no knowledge of underwater environment and no training or experience in using underwater breathing equipment.

Seeing the need, the council set up an education program to teach students scuba diving safety.

William Watson is safety coordinator, Florida State University, Tallahassee.

School at FSU



Instructor helps student practice breathing from the same lung.



Instructor uses a pre-arranged signal to ask: Are you okay? Student replies with the signal indicating that she is doing fine. In scuba diving, all signals must be answered.

Twenty-four students signed up for the eight week course, which includes a one-hour class each week dealing with the psychology and physics of diving, recognition and management of hazards, etc. Students also meet two hours a week for scuba diving instructions in the university swimming pool.

The purpose of the course is to teach the known hazards of the sport and how to cope with them.

Scuba diving is deceptively easy until an emergency occurs. When this happens, the well-trained diver knows what to do to survive. The untrained diver could drown or get badly hurt because of his frantic and misguided efforts.

COVER PHOTO and pictures accompanying this story were taken at Silver Springs, Ocala, Fla. Officials at Florida's Silver Springs pointed out that scuba diving is prohibited to the public at Silver Springs because of the heavy boat traffic and the hazards involved.

To cite one example, many dead amateur divers would be alive today if they had understood the principles of air embolism and how to prevent it. Air embolism is an accident which occurs when a person inhales, holds his breath and rises rapidly in the water. Pressure in the lungs increases (one lung full of air at 33 feet under water will expand to two lungs full in the ascent to the surface). If not exhaled, the air bursts from the lungs into the blood stream and is fatal.

Understanding the physiological and psychological principles of diving is vital for a diver's safety. Proper intensive training in the use of diving equipment is also necessary.

Of the two basic breathing devices—open circuit and closed circuit, the less dangerous is the former, which uses compressed air and does not involve rebreathing any exhaled air. This is the type used in the scuba diving course.

A scuba diver's equipment consists of: 1) a mask to cover the eyes and nose, 2) a mouth-

piece with two units, one for intake and the other for output, 3) a tank of compressed air, 4) a combination of valves that will discharge the exhaled air and regulate the supply of compressed gas that is to be inhaled. The valves are the most delicate part of the apparatus and must be inspected before each use. Tanks holding compressed gas must also be treated with respect. They are commonly filled to a pressure of about 2,500 pounds per square inch.

Following is the curriculum for our scuba diving course:

Lecture—general introduction.

Lecture—water safety; maintaining a pattern of safety in using skin diving equipment; the need for understanding equipment and physiological principles involved; the environment of the underwater world.

Lesson 1—Pool—water safety procedures; becoming familiar with requirements for safe skin diving; using a face mask, fins and snorkel tube; determining physical and mental fitness for diving; assigning “buddies”—one of the most important precautions in diving. Students then demonstrate their swimming ability without aids:

- a) swim 300 feet (free style).
- b) swim under water for 30 feet.
- c) dive to a depth of 8 feet and recover an object.
- d) tow “buddy” 75 feet on the surface.
- e) give mouth-to-mouth artificial respiration using a snorkel.

Lecture—water safety—part II; training requirements, effects of water temperature, effects of water pressure.

Lesson 2—Pool—practice using skin diving equipment:

- dive to depth of 8 feet with equipment.
- put on equipment in water.
- discard equipment under water.
- “rescue” diver under water.
- clear snorkel.
- clear face mask under water.

Diver's Daily Dozen

1. Use a buddy system—never, never dive alone.
2. Be an excellent swimmer.
3. Have a complete medical check-up. Dive only if you are in top physical and mental condition. Never dive with a cold, sinus condition or ear infection. Taboo carbonated beverages and gas-producing foods before diving.
4. Learn scuba skills from a qualified instructor and practice to proficiency. Study the physiological dangers of diving and know how to prevent and neutralize them.
5. Use only approved equipment and check it before each dive. Obtain your compressed air at recognized outlets.
6. Study the U. S. Navy's decompression tables so you will know the length of time you must stay at different levels before surfacing, based on the depth and duration of a dive. Remember that successive dives within a day or even a week require longer periods to surface.
7. Always ascend slowly and exhale while rising.
8. Fly a diver's flag whenever anyone is down.
9. Be able to free tanks and weight belt instantly.
10. Wear depth gauge and waterproof watch for deeper dives.
11. Know your diving limitations and respect them.
12. Practice pushing the panic button—plan and test your emergency actions.

Lecture—physics and physiology of scuba.

Lesson 3—Pool—use of scuba.

Practice "buddy breathing" and "free ascent" from 8 feet.

Lecture—maintenance and mechanics of scuba.

Lesson 4—Pool—(Lesson 3 continued) practice use of the equipment.

Lecture—scuba safety—the maintenance of a pattern of safety in the use of scuba—Part I.

Lesson 5—Wakulla Springs—training under actual conditions.

- practice equalizing pressure in ears and in mask while submerging to a depth of 20 feet.
- practice slow ascent.
- practice controlling buoyancy by breathing techniques and by the use of weights.
- practice removing and replacing equipment.

Lecture—scuba safety—Part II—emergency techniques.

Lesson 6—Wakulla Springs

- practice 20 foot "free ascent."
- practice emergency procedures:
- "buddy breathing"
- "rescue"
- use of safety line
- distance swim—1,000 feet underwater at maximum depth of 30 feet.

Lecture—scuba safety—Part III—Review of final qualifications.

Lesson 7—Wakulla Springs

- qualification dive to a depth of 50 feet and safety drill.
- simulated "deep" dive using decompression stops.

In addition to the above, two examinations on the theory of diving physics, etc., were given.

Two grades of qualification cards were awarded. Students completing the full course were classified "Scuba Diver." Those who completed the first five lessons were classified "Novice Diver." In addition, notations on the back of the card indicate the depth attained on the final qualification dive. For example, "Scuba Diver" will carry the notation: "Qualified at 50 feet." "Novice Diver" will carry the notation: "Qualified at 30 feet."

Provision will be made in the future for higher grades of qualification.●

For further information on scuba diving safety write: Underwater Society of America, Box 724, Station A, Champaign, Ill., and National Council of the Young Men's Christian Association, 291 Broadway, New York 7, N. Y.

MAY, 1961

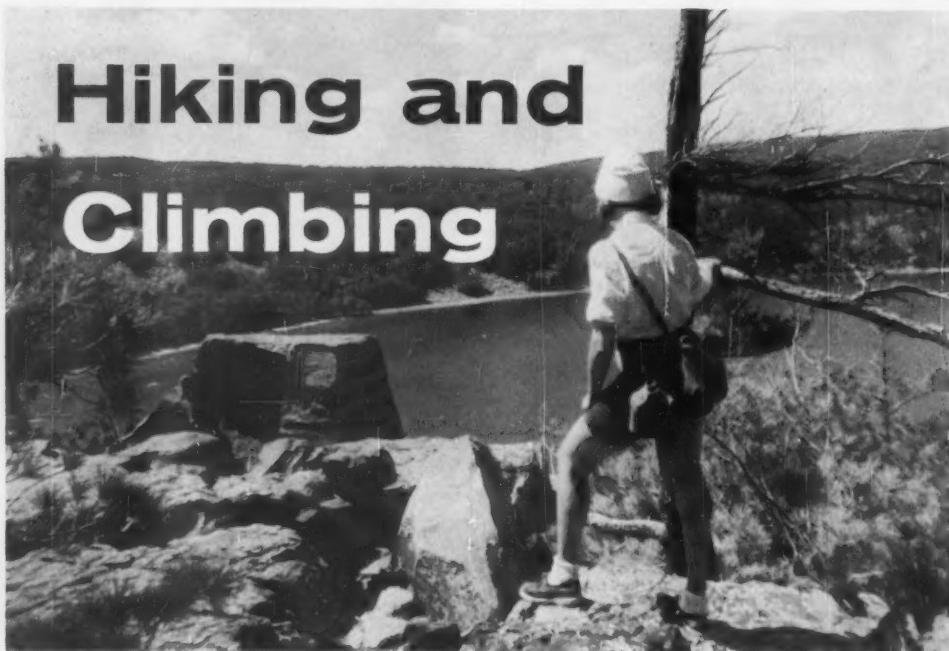


With a pretty pupil, instructor can't be too careful. He checks the quick release hitch on her lung harness.



Shedding your mask under water could be alarming unless you have practiced putting it back on while submerged.

Hiking and Climbing



Statistics

1. Although there are no national statistics on hiking or climbing accidents, injuries and deaths have occurred as a result of these activities.

The Problem

2. Getting out into the woods or country is a pleasant form of diversion and exercise, but different types of hazards are encountered and additional precautions are necessary.

Clothing and Equipment

3. A primary consideration is proper shoes or boots for hiking. The type will depend on the condition of the terrain to be traveled. In all cases, shoes should cover the ankles and be of sturdy construction. Above all, they must fit perfectly and be well "broken-in." Otherwise, painful, and sometimes dangerous, blisters will form. Light "sneakers" or other types of light canvas and rubber shoes are not suitable for a hike of any distance, and high heels should never be worn on *any* kind of hike. Aside from making walking very tiring and difficult on

muddy, sandy, or rough ground, they are a tripping and ankle-turning hazard.

4. Wear properly fitted woolen socks; other materials can become soggy, uncomfortable and wrinkled. Wool absorbs perspiration and holds its shape. If your feet should get wet, you can wring out woolen socks and wear them without too much discomfort. They will also dry quickly.

5. Other clothing worn should suit your comfort. It must not be so snug that it binds any part of your body. Strenuous movement is uncomfortable if clothes are too tight. Clothing should also fit to prevent chafing. Wool is considered one of the best materials for hiking clothes.

6. Wear clothing to suit the weather. Remember that even in the winter you should wear only enough clothing to insulate you from the cold but not cause profuse perspiration.

7. In a climbing hike the higher you go the colder it will get. In the matter of a few hours, people can hike and climb from summer weather to ice and snow. Be sure to bring enough clothing to provide adequate protection.

8. The following list of equipment will naturally vary with the length and type of hike: compass, sharp knife, matches in a waterproof case, first-aid kit, canteen of fresh water, flashlight, and some easily carried, nutritious type of food, such as dried fruit, chocolate bars. Not strictly a necessity, but a good idea for comfort, is an insect repellent.

9. Bring snow glasses for winter hiking or snow in the mountains.

10. Where climbing is involved, a strong, light rope is a useful precaution.

General Precautions

11. Don't start a hike in mountainous country in bad weather. If the weather is bad below, it is not going to get better as you go up. The *White Mountain Guide*, published by the Appalachian Mountain club, says: "Caution: The appalling and needless loss of life on this mountain has been due largely to the failure of robust trampers to realize that wintry storms of incredible violence occur at times even during the summer months. Rocks become ice-coated, freezing fog blinds and suffocates, winds of hurricane force exhaust the strongest trumper, and, when he stops to rest, a temperature below freezing completes the tragedy."

"If you are experiencing difficulty from the weather, abandon your climb. Storms increase in violence with great rapidity toward the summit . . . since *the worst is yet to come*, turn back, without shame, before it is too late . . ."

12. In planning the hike, allow sufficient time to make the return trip in daylight. Persons can be injured if the return must be made in darkness, especially over unfamiliar ground. Distance is often deceptive. The destination is often much farther than it looks. This is particularly true of western mountains.

13. Rest often on a climbing hike.

14. If you know your heart is bad, only attempt very easy hikes so there will be no possibility of overexertion. Remember that high altitude is not good for a person with a bad heart.

15. Don't explore caves that may be found on a hike. Such exploring is dangerous unless done with special equipment and with someone who is fully experienced in this type of activity.

16. Don't try to hold branches, etc., for the hiker behind; the branches will snap back and

possibly cause injury. Walk far enough apart so each hiker handles the branches himself. Be on the alert for roots, trailing vines, fallen branches, stones, etc.; any of these could cause a fall.

17. Be careful if you have to climb over fences and stone walls. A slip could result in injury. Pay particular attention to barbed wire fences; if they must be negotiated, move slowly and with caution. Remember, you need permission to enter fenced-in grounds; the fence may be there to keep out trespassers and for your safety.

18. Be on the alert for bulls when crossing pastures and fields. Bulls when enraged injure and kill people. Know where the nearest fence or wall is located.



Friendly animals can be dangerous; leave them alone.

19. If hiking in a national park, or anywhere else where there are bears or other wild animals, leave them alone *no matter how friendly they seem!* Persons are injured or killed every year because they disobey signs and verbal warnings of guides or rangers.

20. Avoid, if possible, places where dogs are on guard. Don't try to make friends with them and don't threaten them. Both efforts may cause dogs to bite.

21. Never carry loaded firearms unless the safety catch is on so there is no possibility of accidental discharge.

22. Whenever possible, disassemble fishing poles when carrying them, and don't carry fishing hooks or "plugs" on the line; they may snag someone.

23. Do not trespass on railroad property. Doing so is against the law and very dangerous. Using a railroad trestle instead of a pedestrian

bridge often results in death. Walking on railroad tracks or right of way is also dangerous.

24. Drinking from strange wells, springs or other water sources is not safe unless approved by some reliable local persons who know the water is safe. If possible, carry sufficient water for the hike in your canteen. If it is necessary to drink water from an unknown source, boil it for a half hour to purify it. A drop of iodine or two Halazone tablets for each quart of water will purify the water. Wait about 20 minutes for the purifiers to work.

25. Rest before eating, and don't eat too heavily before or during the hike. In warm weather use plenty of salt on the food or take salt tablets.

26. Turn your feet sideways when climbing a steep slope. This keeps the weight of your body on your whole foot, which makes climbing easier and safer.

27. Be extra careful to keep a firm footing (especially if climbing) when carrying a pack; if the pack swings, it could throw you off balance and cause a fall.

28. If you hike in an area where wood ticks (especially the three varieties which can cause Rocky Mountain spotted fever) are found, caution is imperative. Occasionally inspect the more accessible parts of your body, such as neck, leg area around a loose boot or shoe. A more thorough and complete inspection at the end of

the hike is a necessity. (For complete information on dangerous ticks, see the National Safety Council's Data Sheet—Tick Bites, Industrial Data Sheet 228.)

29. Learn the proper use and care of the hand ax before taking one on a hike. The *Scout Field Manual* has an excellent section on this subject and on the use of a knife.

30. If it is necessary to hike along a highway, always walk on the left side of the road, facing oncoming traffic; and walk single file. At night the same rules apply, but wear light-colored clothes and carry a flashlight. If the clothing is not light-colored, tie a white handkerchief around the lower part of your right leg, with as much of the handkerchief showing as possible.

31. If you build a fire, select an open space several feet away from trees, and scrape it clear of leaves, twigs, pine needles, etc., in a circle approximately six feet in diameter. Never leave the fire unattended, and be sure the fire is out before resuming the hike. Scatter and beat out the burning embers and pour water on them. When the last spark is out, cover the ashes with sand or dirt.

32. Learn as much as possible about the country in which you intend to hike—rivers, railroad tracks, roads, etc. are important aids to orientation. Get a map of the area; learn how to read it properly; know how to use your com-



Photo: American Youth Hostels

To plan the hike, learn as much as possible about the area and allow enough time to return in daylight. However, take your time, rest often, especially on a climbing trip. Hiking with a large group can be more fun and is certainly safer.

pass. (If you can't read a map, don't go on a hike where there is any possibility of getting lost.) Look back at every major turn to see how the landscape will appear on the return trip. Select features of the landscape, such as boulders, ridges, unusual trees to help your memory.

If You Are Lost

33. Remember to be *calm*; don't run or shout hysterically. Giving way to panic will only make matters much worse. Try to recall where you made a wrong turn, then using your compass and map, attempt to retrace your steps. (Mark your trail in some way so rescuers can follow you.) If this is not possible and you are *really* lost, remain where you are. Someone will begin to look for you, so don't complicate matters by moving about. Time after time persons have been rescued—even after several days—by staying put and making themselves as comfortable as possible. Others have died rushing madly about.

34. Build three fires (made smoky by green or damp leaves) about 50 feet apart and stay close by them. Every so often, if you have a gun, fire it three times in quick succession; or blow a whistle three times. Three of any kind of a signal is recognized by experienced woodsmen as a distress signal. (With reference to building the distress fires, follow the same rules for making any campfire safe. See item 31 this data sheet or *safety education data sheet no. 18—Camping*.)

35. Avoid climbing in rocks and thick underbrush. An injury incurred while you are lost is doubly dangerous. However, an easy climb to a high vantage point may help to locate the proper trail.

36. If you know your general direction and are positive no one will be looking for you, start in the proper general direction until you reach any stream; then follow it down-stream. It will eventually lead to civilization. Don't hesitate to leave a small stream for a larger one. You don't have to follow the edge of the stream too closely. The undergrowth may be thickest there, and walking may be easier on ridges which are parallel to the stream.

37. Keep in mind, too, that any trail in the mountains that goes down will lead one to civilization. Be sure that the trail or road leads *down*, however. Many paths or roads going up-



Photo: Wisconsin Conservation Department

Even in winter, hiking clothes should be comfortable and warm, but should not cause profuse perspiration.

ward lead exactly nowhere and may have been used only for removing timber from the woods.

Rock Climbing

38. Never "skylark" or engage in horseplay while climbing. There are enough inherent dangers in this sport without adding more to it.

39. Be extremely careful not to dislodge stones or rocks which may fall on the climbers following you. The person above has a very strong moral obligation to see that the people below are not injured by rocks he dislodges.

40. Try not to climb directly in line with the person above.

41. Do not follow closely the person above.

42. Don't begin a climb unless you are certain that there is no one in the party afraid of heights. Such persons may "freeze" to the rocks and cause serious difficulties for everyone. Be sure you are not this type of person yourself. There is no shame in not being able to stand height.

43. If one of the party does "freeze," use a rope to rescue him. Otherwise, members of the

party will have to climb up or down to the victim and help him by hand. He will usually have a strong hold on the rock, so, within reason, wait until a rope can be procured. If the victim is really panicky, don't approach him without sufficient assistance.

44. Don't climb beyond your strength and be very sure you have a good route down. After climbing up, it's harder to come down.

45. Test all handholds and footholds and watch for wet spots, such as snow, ice, water, etc.

46. On bare face rock, angles are deceptive and, if they are pitched too steeply, they are very dangerous.

47. Look for undercutting before standing on the edge of any cliff, ledge, etc.

48. Start the climb down in time to reach the bottom before darkness. If visibility does become poor, however, don't try to go fast; that's how fatal falls can happen. Be calm and climb slowly and extra carefully.

49. If a really bad storm arises, try to find some kind of shelter, and conserve strength as much as possible by *not* battling the elements. Accidents happen most easily when persons are in a weakened condition. If the storm should be a severe electric one, there are certain places or objects to stay clear of when seeking shelter. Generally speaking, tall objects or ones standing alone seem to be struck by lightning the most often; isolated trees should be avoided. The center of a group of trees is relatively safe from lightning and will provide at least partial protection from the storm. Also avoid wire fences. Lightning may strike the wire and, traveling along, shock a person who may be considerable distance from the original striking point.

For Further Information

50. *Handbook for Boys*, illustrated, Boy Scouts of America, New York, N. Y., 1958.

51. *Scout Field Book*, illustrated, James E. West and William Hillcourt, Boy Scouts of America, New York, N. Y., 1958.

Safety Education Data Sheets available are:

#429-04-	#429-04-	-11 School Buses—Administrative Problems (Rev.)
-19 Alcohol and Traffic Accidents	-43 Hiking and Climbing (Rev.)	#429-04-
-78 Amateur Electricians, Safety for	-91 Home Lighting	-63 School Bus Safety: Educating Pupil Passengers
-26 Animals, Domestic	-41 Home Workshops	-73 School Bus Safety: Operating Practices
-37 Animals in the Classroom	-42 Horseback Riding	-67 School Dramatic Productions
-94 Archery, Safety in	-62 Iceboxes and Refrigerators, Hazards of Discarded	-47 School Fires (Rev.)
-57 Auto Shop (Rev.), Safety in the Baby Sitting (Rev.)	-79 Industrial and Vocational Education Programs, Coordinating Safety in	-85 School Lunch Room, Safety in the
-66 Baby Sitting Hazards	-70 Kites and Model Airplanes, Safety with (Rev.)	-40 School Parties
-1 Bicycles	-23 Laboratory Glassware	-83 Sheet Metal Shop, Safety in the
-18 Camping	-7 Lifting, Carrying and Lowering Inanimate Objects (Rev.)	-17 Sidewalk Vehicles
-14 Chemicals	-53 Machine Shop (Rev.), Safety in the Matches (Rev.)	-84 Skating Safety
-59 Chemistry Laboratory, Safety in the High School	-36 Motor-Driven Cycles	-28 Small Craft
-86 Cigarette Fire Hazards	-55 Motor-Vehicle Speed (Rev.)	-71 Sports: Baseball, Safety in
-80 Counselors and Helpers in Summer Camps	-31 Night Driving	-77 Sports: Basketball, Safety in
-6 Cutting Implements	-16 Nonelectric Household Equipment	-72 Sports: Football, Safety in
-68 "Do It Yourself," Safety in Electric Equipment	-82 Office Safety	-75 Sports: General Practices, Safety in
-9 Electrical Shop, Safety in the (Rev.)	-65 Part-Time Jobs: Food Handling, Safety in	-54 Summer Jobs: laborers, home yard, service-stations
-34 Electrical Storms, Safe Conduct in Falls (Rev.)	-13 Passenger Safety in Public Carriers	-45 Summer Jobs—Farm Swimming
-60 Farm Mechanics Shop (Rev.), Safety in the	-10 Pedestrian Safety	-27 Swimming
-3 Firearms	-92 Pesticides, Safe Use of	-15 Tools, Hand
-25 Fireworks and Blasting Caps (Rev.)	-29 Play Areas	-4 Toys and Play Equipment
-44 Fishing, Hook and Line (Rev.)	-69 Playground Apparatus	-89 Track and Field Events
-12 Flammable Liquids in the Home	-74 Playground Surfacing	-33 Traffic Control Devices
-61 Floors in the Home	-8 Poisons, Solid and Liquid (Rev.)	-48 Unauthorized Play Spaces
-20 Gas, Cooking and Illuminating	-35 Poisonous Reptiles	-88 Vision and the Driver
-50 General Metals Shop, Safety in the (Rev.)	-21 Poisons, Solid and Liquid (Rev.)	-76 (Bad) Weather Conditions Safety in
-64 Graphic Arts Shop, Safety in the	-93 Promoting Safety Through School Newspapers	-39 (Bad) Weather: Hazards, Precautions, Results
-81 Gun Clubs: Their Organization and Activities	-24 Public Assembly, Places of	-90 Wearing Apparel, Flammability of Welding and Cutting Safely (Rev.)
-22 Gymnasium (Rev.), Safety in the Highway Driving, Rules, Precautions	-51 Pupil Excursions, Safety in	-56 Winter Driving
	-38 Railroad Treasuring	-32 Winter Sports
		-58 Winter Walking (Rev.)
		-46 Wood Shop. Safety in the

Data sheets from SAFETY EDUCATION are available from the National Safety Council. 10 to 99 copies, \$.06 each. Lower prices for larger quantities. Order by stock #429.04-and the title and number of the data sheets. Complete set of data sheets-\$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.

PTA Safe-Tacular

Carnival of Caution

WHAT began as a little safety film program ended up as a live, cinemascope spectacular on safe living.

The whole village of Bayside, Wis., became involved in the "Safe-tacular program," a Carnival of Caution, as the PTA sponsors called it. More than 900 children and adults visited exhibits, which were set up in the grade school and covered safe practices from baby sitting to boating.

Organizing the "Safe-tacular" took the efforts of more than one member of a family. Children worked on posters to pep up the walls and push a few safety tips. Their parents, teachers and city officials planned and manned booths, where accident prevention ideas were discussed for all areas: water, hunting, fire, animal, bike and babies, as well as exhibits on first aid and civil defense.

Children were delighted by a demonstration on how to handle dogs safely. Girl and boy scouts took turns showing the correct signals to use when riding a bike, which, incidentally, was aimed more at the parents so that they would know what to expect from riders. Children were awarded for outstanding posters and exhibits.

Movies on water safety, bike safety and the mouth-to-mouth method of respiration were shown continually during the afternoon. The original little film showing wasn't forgotten—there were just additional features making up the safe-tacular afternoon. ●



Top: students take turns demonstrating first aid skills.
Below: firearms safety exhibit attracts eager learners.



Third grader Jan Mike Lane holds trophy he won for his display on right and wrong electric plugs and fuses.

News of Research

Non-Directive Group Discussion Techniques in the Teaching of Driver Education in High Schools
by Kenneth T. Sawers. Ed.D. Thesis, New York University, 1960.

Nature and purpose of the study:

This study sought to find recommended practices and procedures of non-directive group discussion in the field of driver education.

Description and design:

The driver education syllabus of New York State was examined for potential areas to use in non-directive group discussion techniques. The areas were rated by a jury of specialists in the field to determine the driver education content best suited to this teaching technique. From these ratings the author evolved suggestions for introducing the non-directive group discussion technique into the teaching of driver education at the high school level. These suggestions include ways to orient the class to non-directive group discussion, specific techniques and methods to use in this teaching method, and ways and means to start such discussion both in the classroom and the behind-the-wheel phases of driver education.

Results and conclusions:

1. The success of the non-directive group discussion technique depends to a large extent on the personality and actions of the teacher in inciting such discussion.

2. In introducing group discussion, the teacher should:

- a. be capable of thinking like the students in terms of knowledge, attitudes and potential "sore spots."
- b. reduce motivation for argument.
- c. specify the object of such discussion is to learn.
- d. resist the temptation to act as a controlling moderator.

3. In questioning during the group discussion, the teacher should:

- a. avoid using yes and no questions. Use open-ended questions.
- b. see that vague terms become properly defined.
- c. seek facts behind general statements.
- d. restate original question when discussion becomes irrelevant.
- e. keep in mind that the real value of the points being discussed is in their application and usefulness to each participant.

4. In order to utilize the non-directive approach in class discussions, a neutral position should be maintained by the teacher.

5. An adequate level of class discipline may be implemented by:

- a. explaining carefully the limits within which the discussion must be held.
- b. emphasizing the obligation of the student in making further privileges possible through proper self-discipline.
- c. encouraging participation from all students, but not requiring such.

6. Other important duties of the instructor in non-directive group discussion include summarizing information, grading the students and arranging the physical features of the classroom in a setting conducive to discussion.

Comments of reviewer:

This study contains a multitude of techniques that may be employed in using the non-directive discussion approach to learning. It should be pointed out that no startling new methods are suggested to the reader. Yet the study has value in providing a framework for using the non-directed teaching method in driver education.

Reviewed by William H. Solley, College of Physical Education and Health, University of Florida, Gainesville.

Recommended Practices and Procedures for the Improvement of Programs for the Selection and Education of School Bus Drivers, by Ronald D. Patterson. Ed.D. Thesis, New York University, 1959.

Nature and purpose of study:

To formulate recommended practices and procedures for improving selection and education of school bus drivers.

Description and design:

The study attempts to develop guiding principles for selecting school bus drivers, establishing policy for conduct of school bus drivers and establishing standards for condition, maintenance and inspection of buses. Additionally, an education program is established. The researcher utilized the library technique for literature survey, in addition to conferences with selected personnel. A questionnaire was sent to 145 school districts to ascertain current practices in the area of selection and training. Responses were ordered and categorized and presented to a jury for evaluation. The survey served as the basis for the improvement of programs.

Results:

The type of program is dependent upon size of fleet, administrative qualifications of personnel and finances. Additionally, it was discovered that 31 per

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S-1949-A

A Family Trip

The Olsons are going on a trip.
The car is loaded and ready.
Father pretends he is the "pilot."
When everyone is in, he calls out,
"Is everyone seated?
Are the doors locked?
Please fasten your seat belts.
Keep heads and arms inside at all
times."



Do you have rules for riding in a car?
What rules do you have?
Do you ever play quiet games to pass the time?
Tell about the games you play.



A Family Picnic

Here is a family having a picnic.
It looks like a safe picnic.
Let us see why.
Father is standing near the grill.

So no one will get too _____ it.
Father lit the charcoal in the grill.
Children should not light _____.
When we play games, we will play well away
from the fire.
So no one will run into the _____.
So no balls will knock the _____ over.
Did you know the answers? Discuss them with
the class.



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461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard
Woods School, Winnetka, Ill.; past general
chairman, Elementary School Section, Na-
tional Safety Council.

The Hiking Club

Mary, Jill and George have a hiking club.

They are going on a long hike today.

Mary's older brother, Jack, is going with them.

First he taught them some *Safe Hiking Rules*.

Here are the rules he taught them:

Rules for Safe Hiking (Did you know these rules?

If you did, write *Yes* in the first column; if you did not know, write *No* in the second column.)

Yes
Column

No
Column

1. Always tell your parents where you are going.
2. Walk on the *left* side of the highway facing traffic.
3. Take a canteen of water with you.
4. Never leave the group.
5. If you get very hot or tired, stop often and rest.
6. If it begins to storm, stay away from trees and out of water.
7. Do not hike so far that you won't get back before dark.

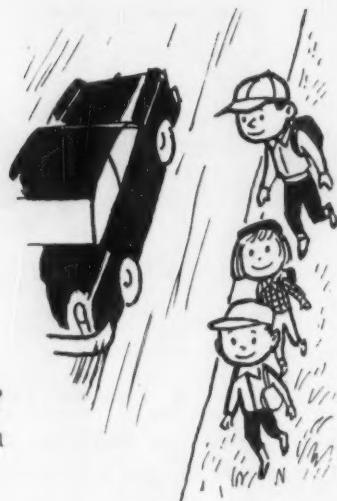
Good Things to Know on a Hike

Be able to tell directions.

Know what *poison ivy* looks like.

Know what *poison oak* looks like.

Know how to recognize fruits and berries that are not to be eaten.



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safety lesson

Summer Safety: Safe Travel



Many of us travel in the summer.

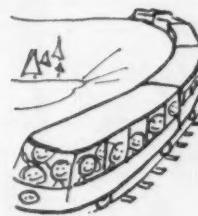
Sometimes we travel with our families.

Sometimes we travel alone.

Underline each way that you have traveled:

Automobile Bus Train Airplane

Do you know the important safety rules for each?



Travel by Automobile

1. Shut and _____ the doors when we start.
2. Never play with the door _____ when car is in motion.
3. It's safer to use _____ in the car.
4. We should never _____ in a moving automobile.
5. We should play _____ games in the car.

Travel by Bus

1. Always remain _____ when bus is in motion.
2. Never put your _____ or _____ out the window.
3. Wait until the bus _____ before getting off.



Travel by Train

1. Never get on or off a train when it is _____.
2. On subway or elevated trains, don't pass from car to car when the train is _____.
3. Keep heads and arms inside the _____.

Travel by Plane

1. While taking off and before landing a sign lights up.
It says _____.
2. Why is it important to obey this sign?
3. If we need help, the _____ will help us.

Answers:

Travel by Automobile: 1. lock, 2. handles, 3. seat belts, 4. wrestle, rough house, etc., 5. quiet.

Travel by Bus: 1. seated, 2. head, arms, 3. stops.

Travel by Train: 1. moving, 2. moving, 3. windows.

Travel by Plane: 1. Fasten Seat Belts, 2. So you won't get jolted or thrown from your seat, 3. stewardess.



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Prepared by James Mann, principal, Hubbard
Woods School, Winnetka, Ill.; past general
chairman, Elementary School Section, Na-
tional Safety Council.

The Hiking Club

The neighborhood children have a Hiking Club.
They call it "The Safe Seven."
There are seven members.
To be a member of the club they have to know several things:
1. How to tell directions.
2. How to recognize poison ivy.
3. How to tell poison oak.
4. How to recognize fruits and berries that are not to be eaten.

They made up seven rules for safe hiking:



1. Always tell your parents where you are going.
2. Walk in single file on the left side of the highway facing traffic.
3. Take your own drinking water with you.
4. Never wander off from the group.
5. If a storm comes up, don't get under a tree.
6. Also, in a storm, stay out of water.
7. If it is very hot, stop often to cool off.

Can you tell the reasons for each of these rules?
Can you add any suggestions for safe hiking?



Camping Out Safely

How many safety rules for camping do you know?

Discuss the reasons for the following:

1. Pitch your tent on high ground.
2. Make your fire on rocks or on bare ground.
3. Carry a First Aid kit with you.
4. Don't use water from a pond or stream.
5. Only drink water that is marked "Safe Water."
6. Always have an adult with you.
7. Wear thick-soled shoes and comfortable clothing.
8. Do not hike too far—you want to be back before dark.



Remember: "When Away, Safely Play"

May 1961



HOW LONG DOES LUCK LAST?

S-1950-A

What is "Luck"?

According to the dictionary, *luck* is defined as "that which seems to happen or come to one by chance." Certainly no one would care to gamble on his safety by trusting to luck. No, safety is more than luck. The best way to remain safe and well is to *plan* for safety. The boy in the visual aid supplement above did not plan for safety. He is trusting to luck to keep him safe. His luck will last just about as long as it takes the bull to reach him.



During the coming summer vacation, you will have countless times to practice safety—or to ignore safety and trust to luck. Plan now to ignore luck and, instead, learn how you can enjoy a safe summer.

Let's look at some of the areas that you should think about now.

Weather

It has been said in a joking manner that everyone talks about the weather but no one does anything about it. Actually, you *can* do something about the weather—you can *prepare* for it. In order to prepare for it, however, you should know what's coming.

First of all, you should practice becoming a trained observer. For example, a careful analysis of morning and evening skies can give a remarkably accurate forecast of the weather. In order to learn how to analyze the skies, send off for some of the following materials. One copy of each could be shared by your class and, thereby, reduce the cost of the materials.

1. *What's the Weather Going to Be?*
(10¢)

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Summer Safety

A cloud chart telling the weather story (25¢)

Obtainable from Louis D. Rubin, Box 8615, Richmond 26, Virginia.

2. *Cloud Formations, Explanation of the Weather Map, Weather Forecasting, Weather Reporting and Forecasting, The Weather Bureau, The How and Why of Weather Knowledge.*
(all for 20¢)
3. A pamphlet entitled *Weather* is obtainable for 25¢ from the Boy Scouts of America.
4. Other free and inexpensive data may be obtained from the U. S. Government Printing Office in Washington, D. C.
5. Check your school and town libraries for other pertinent information.

In addition to getting printed material on the weather, make your own barometer which will tell you when a drastic change of weather is coming.

Get an empty beverage bottle and fill it about one fifth with water. Run a one-quarter inch glass tube through a tight fitting stopper down into the water. As fair weather (with its greater air pressure) approaches, pressure will be exerted through the glass tube and cause the water level in the bottle to rise. Mark the original water level on the outside of the bottle so you can note the change.

After you have learned how to forecast weather, then be sensible enough to follow your own findings. Don't take chances on hikes, boat trips, fishing expeditions, etc. when stormy weather is approaching.



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Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

Boating Safety

During the coming summer, you will probably go boating several times. If you plan, instead of trusting to luck, you will know when the boat is large enough to provide safe passage for the number of people going in the boat. For example, if three people weighing 175 lbs. each wanted to go fishing in a boat 12 ft. long, with a 3½ ft. maximum width and a 1½ ft. maximum depth, would they be safe? They could get in the boat and row out on a lake and trust to luck to find out. A better way, however, would be to use a carrying capacity formula. An approximate formula is:

$$\frac{(\text{length} \times \text{max. width} \times \text{max. depth} \times 0.6')}{12} \times 150$$

Using the figures given before in the above formula, we get

$$\frac{(12' \times 3.5' \times 1.5' \times 0.6')}{12} \times 150 = 472.5 \text{ lbs.}$$



If three people, weighing 175 lbs. each, wanted to go fishing in the boat described above, they would be 52.5 lbs. beyond the safe limit of the boat.

Here are two more problems to give you practice in using the boating formula.

1. Passengers—four boys going fishing weighing 160 lbs. each.

Boat size—13' long, 3.8' max. width, 1.75' max. depth.

Questions:

- (A) Is the boat safe or not?
- (B) By what margin?
- (C) What other factors should be considered?

2. Passengers—4 girls weighing 115, 101, 108, and 121.

Boat size—13.5' long, 3.8' max. width, 1.25' max. depth.

Questions:

- (A) Is the boat safe or not?
- (B) By what margin?

When you go boating this summer, keep the foregoing formula in mind and *plan* your safety.

Keep in mind, also, that *any* load in a boat must be properly balanced. Also, a boat is no place for horseplay. Remember, use your weather information wisely before using your boat.

Answers: 1. Actually—No! Your formula should have given you 640.8750 lbs. Since the passengers weighed 160 lbs. each—or 640 lbs. total—it would appear that they would have a .8750 lb. safety margin. But, they haven't—even the smallest fishing equipment, plus oars, plus clothes, etc. would make the weight an unsafe factor. (This is a good example of how mathematics must be interpreted—not just figured.)

2. Yes. Your formula should have given you a 480.9375 lb. capacity which provides a 35.9375 lb. safety margin.

Remember, besides the weight of passengers, you must also take into account the weight of your motor, cans of gas, and all other equipment in your boat.

Other Areas to Study

In addition to learning about the weather and boating, what are some of the other areas about which you should be concerned?

Elect a chairman and a board recorder, and discuss safety rules for the following areas. Under each area are just a few sub-topics to help you in your thinking.

1. Swimming
 - A. Diving in unfamiliar places—lakes, rivers, creeks.
 - B. Ocean swimming—surf, undertow, rip-tide, sun.
 - C. Water traffic—skiing, outboard motors.
2. Summer Sports
 - A. Playground games—proper equipment, personal physical condition.
 - B. Hiking—poisonous plants, insects, snakes.
3. Part-time Jobs
 - A. Clothing—safety clothing.
 - B. Equipment—safety guards, condition of tools.
4. Home Work
 - A. Yard tools—lawn mowers, proper tools.
 - B. Home jobs—ladders for painting.
5. Farm Safety
 - A. Strange animals.
 - B. Farm machinery, buildings, tools.

Develop a list of safety rules for the main areas of summer activities. Discuss the potential dangers in each, and try to plan now for a safe and happy summer based on rules you develop now.

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senior high school safety lesson

Summer Safety



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Is There A Difference? No!

In industry, supervisors are constantly trying to teach the workers that planned safety—not luck—prevents accidents. In order to demonstrate dramatically the foolishness of chance-taking, one supervisor utilized the following method.

The supervisor held up a jar half-filled with green capsules for all the workers to see. Then slowly he added a handful of amber capsules, then one red capsule. He shook the jar, mixing the capsules thoroughly. Then he explained that the green capsules contained pleasant, harmless, soda-mint powder; the amber capsules contained enough arsenic to make a person severely ill for several days; and the red capsule contained potassium cyanide which would kill instantly. He then asked if anyone wanted to volunteer to select, while blindfolded, a capsule and swallow it.

When no worker volunteered, the supervisor pointed out that some of the chances taken by some workers were every bit as dangerous as picking a capsule blindfolded.

During the coming summer will you plan for safety, or will you, figuratively, walk around blindfolded hoping you don't select the wrong capsule? Or will you trust to luck and end up like the boy in the visual aid supplement?

New Water Hazards

This year the National Safety Council is emphasizing the slogan, "Safety in the Sixties." This is an attempt to emphasize the new dangers that develop because of our changing society. Here is an example

of a new danger in—all places—the area of water.

In order to encourage soil and water conservation, the U. S. Government has been giving financial aid for the purpose of building farm ponds. As a result, hundreds of thousands of ponds have been built in recent years. While such ponds are a tremendous asset to the nation, a more vigorous safety education program must be implemented to reduce the number of drownings in such ponds.

Other examples of "new" water danger areas are project canals, irrigation ditches, and other waterway structures.

Water Safety Test

In order to review some of the dangers of all water areas—including farm ponds—take the following test. In each case check the best answer.

1. It is early in the season, but you want to be the first in the "old swimmin' hole." The water feels extremely cold. If you still insist on swimming, the safest way to avoid cramps is
 - A. dive into the water and "get it over with."
 - B. jump into the water so you won't risk hitting your head on the bottom.
 - C. enter gradually.



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Prepared by Vincent McGuire,
professor, Secondary Education,
University of Florida, Gainesville,
Florida.

2. The very *minimum* depth of water for all-round diving safety from floats, low platforms, but *not* springboards, is:
 - A. six feet
 - B. eight feet
 - C. ten feet
3. If you get caught in the current while swimming at the beach, and you are being swept out to sea, you should:
 - A. try to reach the beach again by swimming at an angle toward the beach.
 - B. swim sideways until you get to a calm area where you can swim toward the beach.
 - C. don't swim. Instead, float with the current.
4. In an ordinary car with the usual equipment, what items can be used to help a drowning person? _____
5. If you are bass fishing—wading in a pond—and you step into a deep hole, you should
 - A. let go of your rod and dogpaddle—dropping you head forward.
 - B. allow yourself to sink to the bottom and then push yourself up—repeat.
 - C. tread water and yell for help.
6. In the picture below, name three safety violations.



- A. _____
- B. _____
- C. _____

Answers: (1)—C, sudden entry might cause cramps; (2)—B; (3)—B, in this way you will conserve your strength; (4)—the spare tire—as is!; (5)—A or B; (6)—Man is standing in boat; passengers do not have life preservers; there should never be more children than adults in a boat.

Boating—Another "New" Hazard?

Boating is not a *new* sport, nor is it in one sense a new hazard. But boating has taken on some new aspects that present new dangers.

Today, the increase in the number of boats, the sailing clubs, the outboard motorboat caravans, the increasing in-land waterways—all these present an increasing traffic problem. Unless boat enthusiasts begin to pay more attention to the "rules of the road," accidents will continue to increase.

Three general rules to follow when boating are:

DON'T OVERPOWER



DON'T OVERLOAD



DON'T OVERLOOK



There are, however, more specific and more informative rules to follow. Professional training for young people and their families in proper boating techniques is available. The Coast Guard Auxiliary headquarters at 15011 Hilliard Road, Cleveland 7, Ohio, will furnish you with the addresses of local or regional units of the auxiliary conducting courses and distributing information.

The local Red Cross and Boy Scouts will also help in providing good services and information on safe boating.

In addition, a digest of boating laws has been published by the Outboard Boating Club of America. Copies may be obtained by writing to: Outboard Boating Club of America, 307 N. Michigan Ave., Chicago 1, Ill.

Develop, as a class project, a pamphlet on safe boating. Gather material from all available sources, and construct your pamphlet in such a way that it will be helpful to your fellow students who go boating.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Child Safety

Obedience Means Safety for Your Child, by the Accident Prevention Committee, American Academy of Pediatrics, 1801 Hinman Ave., Evanston, Ill. 21 pages. 1960. Price: 25¢.

This little pamphlet gives in clear and simple fashion some of the important and complicated aspects of discipline and how good discipline can lead to self-discipline and to safety.

Films on Child Safety

Safe At Home, produced by the American Academy of Pediatrics in cooperation with Merck Sharp and Dohme, Pharmaceutical Co. 16 mm, sound, color, 30 min.

The film contains an interesting and amusing plot, graphically presenting typical home accident situations. Including a brief discussion of child safety, it is geared for a lay audience, and should be popular with service clubs, women's organizations, church groups and youth groups.

Copies of the film can be borrowed without charge from either the American Academy of Pediatrics, 1801 Hinman Ave., Evanston, Ill., or Merck Sharp and Dohme, Division of Merck and Co., Inc., West-point, Pa.

Debbie's Safety Lesson is presented by the California Traffic Safety Foundation. Robert Young, movie and television star, is host and narrator.

This is the story of how a little girl's early safety training brought her unharmed through a suspense-filled afternoon. The film has been produced to fill an educational need for instructing elementary school children in the importance of safety. It also provides training ideas for parents in explaining safety to their pre-school children.

Driver Education

Thirteenth Annual National High School Driver Education Award Program, Report to Board of Judges, School Year 1959-1960. 1960. 96pp. Sponsored by The Insurance Institute of Highway Safety, 1710 H Street, N.W., Washington 6, D.C.

Fire Prevention

School Fires—An Approach to Life Safety. Building Research Advisory Board, Committee on Fire Research. 1960. 58pp. National Research Council, 2101 Constitution Ave., Washington 25, D.C. Single copies \$2.50, quantity discounts on request. (Publication 832)

This report based on a study of school fires has been developed and presented to assist those responsible for fire prevention in schools. It is a non-technical guide to help the designer or school administrator meet his safety objectives.

Rural Youths

Teaching Safety to Future Farmers. Joe P. Bail. 1960. 8pp. New York State College of Agriculture, Cornell University, Ithaca, N.Y. (Cornell Miscellaneous Bulletin 36)

Safety check lists for the home, farm, highway, classroom and school shop.

Traffic Safety

Guide to Traffic Safety Literature, Vol. 4, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill., 52 pages, Price 50c.

This valuable guide lists the exact sources of traffic safety articles published in books, pamphlets and magazines received by the National Safety Council during 1959. It provides important reference material enabling you to find information available on traffic safety. These materials cover either the technical aspects of traffic safety or the development of programming.

News of Research

from page 30

cent of all pupils are transported at public expense and 4.5 per cent of every school dollar is earmarked for transportation.

Recommendations:

1. Adequate salary schedules be set up to attract competent drivers.
2. Drivers be hired during the late summer so that adequate education and training can be given prior to the opening of school.
3. Local school boards assume a major role in the selection of school bus drivers.
4. Medical examination of the individual driver be the deciding factor in determining the maximum driving age of the school bus driver.
5. Driver education be under the supervision of the state department of education and be conducted by a state institution of higher learning or other approved agency.
6. Personnel employed in this training be of high quality with a broad understanding of the problems involved.
7. Only the best equipment be used in transporting children, such equipment to be maintained in good working condition.
8. The general public be adequately apprised of certain rules and regulations in regard to school bus operation.
9. Legislation be enacted to protect drivers and pupils while riding in, leaving, or entering a school bus.

Reviewed by Theodore Kole, Drivers Safety Service, Inc., New York, N.Y.

MAY, 1961

Editorial

Thoughts on Leaving

IRONICALLY, the prospects of any leave-taking often produce vivid reflections of one's goals. As I am about to leave this editorship, I find that my general philosophy and purpose for this magazine have become more clearly defined.

Built on the belief that safety is a positive influence, this magazine has focused on the thesis that safety education is learning the "hows" by first understanding the "whys." I have felt that the most efficient route to this goal is through correlation. Safety education can not be set apart and completely do the job. A regard for accident prevention should permeate every activity. A familiar example—

In English class, a child reads his theme about a recent thrill—racing three friends on bicycles. The time to discuss the dangers involved is then. Responding to the cue by weaving safety into the discussion on sentence structure and vocabulary, you'll be maturing not only the student's writing ability but also his ideas and attitudes. This may divert the English class for a moment, but it will have accomplished an equally important task.

To encourage correlation, we devoted a series of articles last year to specific ways safety has been included in science, physical education, creative writing, health and art classes. Authors showed the many opportunities that arise and illustrated how real accident problems emerge through the correlation approach. Segregated safety lessons have their place in a curriculum, but as supplements, as intensified re-emphases, *not* as the total safety teaching. When safety is made an integral part of daily living, it becomes more meaningful to students. This year, a specific series on science demonstrated how safety can be, and should be, a scientific study.

We have published materials, such as, study areas, data sheets, ideas for student activities, technical facts and our lessons, not to be used directly from the magazine, but to be adapted to individual classroom needs. We've pretty much ignored cute, little games and safety contests, preferring to devote the space to

curricular ideas for you to apply and integrate in daily lessons.

Actually, we have left the most difficult task to you. Correlating safety teachings takes an extra special kind of teacher, one who is flexible and creative. We editorialized (Decade for Creating) that safety education challenges a teacher's ingenuity. Situations occur, but only the teacher's imagination and spirit for experimenting can turn the opportunities into learning experiences.

We asked for more flexibility in the classroom and more free rein for students. Uninhibited, youngsters grow in self-expression. With feelings and ideas freely revealed, we can perceive problems which could lead children to danger. We selected articles to support these ideas; two particularly come to mind: Harry Lodge's "Challenge of the Sixties," and Willard Zahn's "The Time to Impress."

Besides flexibility and imagination, correlating safety education requires a teacher with first, an awareness of herself and second, a sensitivity for her student's feelings. As we editorialized (Models for Mimics), a teacher needs to be cognizant of how her actions and feelings can influence the attitudes and behavior of her students. And teachers must be aware of the emotional factors which contribute to safe living. Many articles stressed this need; two particularly dealt at some length on the psychological causes behind accidents: Mary Rappaport's "Quantity or Quality?" and Marie Hinrichs' "Confusion in an Adult World."

This has been my purpose for the magazine. I would hardly profess these to be solely my own ideas. They are the theories and the philosophy I developed through a valuable association with members of the Council's school and college staff. Equally as challenging have been my contacts with many of you in the field, who have supported what we have tried to do through your generous giving of time and service. For your devotion, your guidance and your stimulation, I am grateful.

Nancy Margolis

SAFETY EDUCATION

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8th National Conference on Campus Safety

June 15, 16, 17

Southern Illinois University

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- library fires
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Write: James E. Aaron, Safety Center, Southern Illinois University, Carbondale, Ill.

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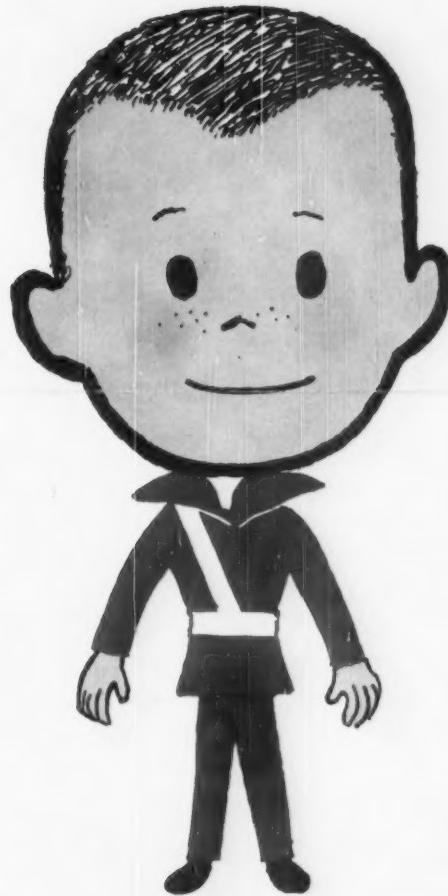
For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 North Michigan Avenue, Chicago.

1

SEC 2

SAFETY EDUCATION CHICAGO, ILL. SEPTEMBER, 1960 Vol. 40, No. 1 Section 2

HELP HIM KEEP YOU SAFE



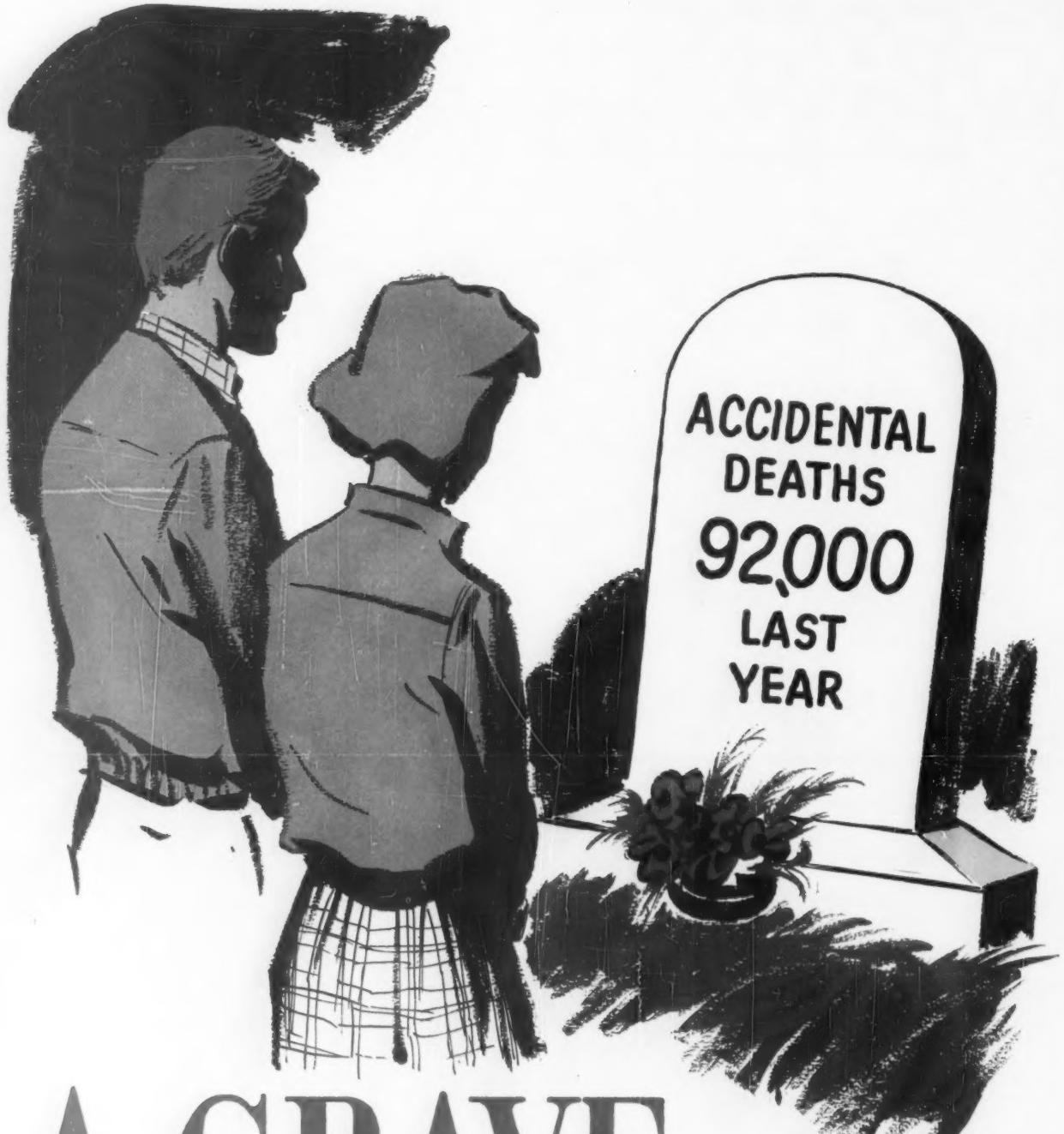
Follow the Safety Rules

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S-1933-A



A GRAVE *Reminder*

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S-1934-A

2

SEC 2

SMOKE OR NO SMOKE



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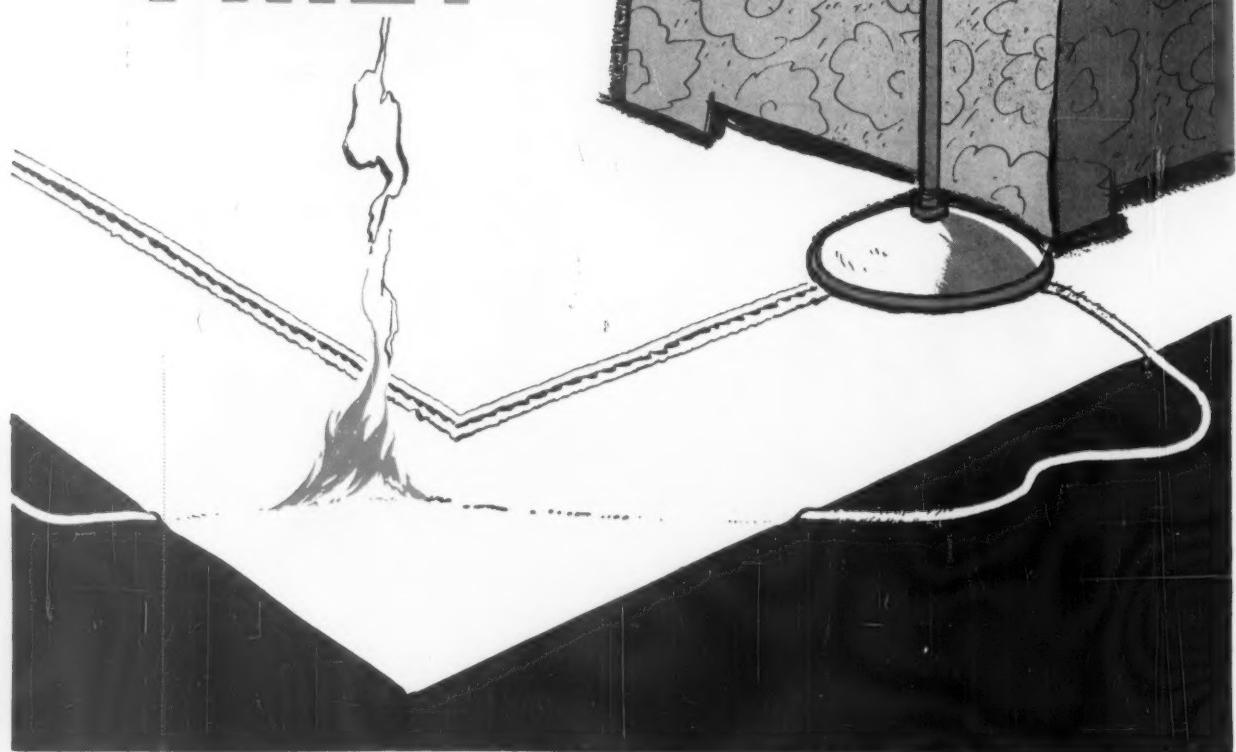
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YOUR FIRE DRILLS ARE **REAL**

S-1935-A

FAULTY WIRE

Causes
FIRE!



3

SEC 2

WEAR WHITE



in POOR LIGHT

"UNLOADED" GUNS KILL!

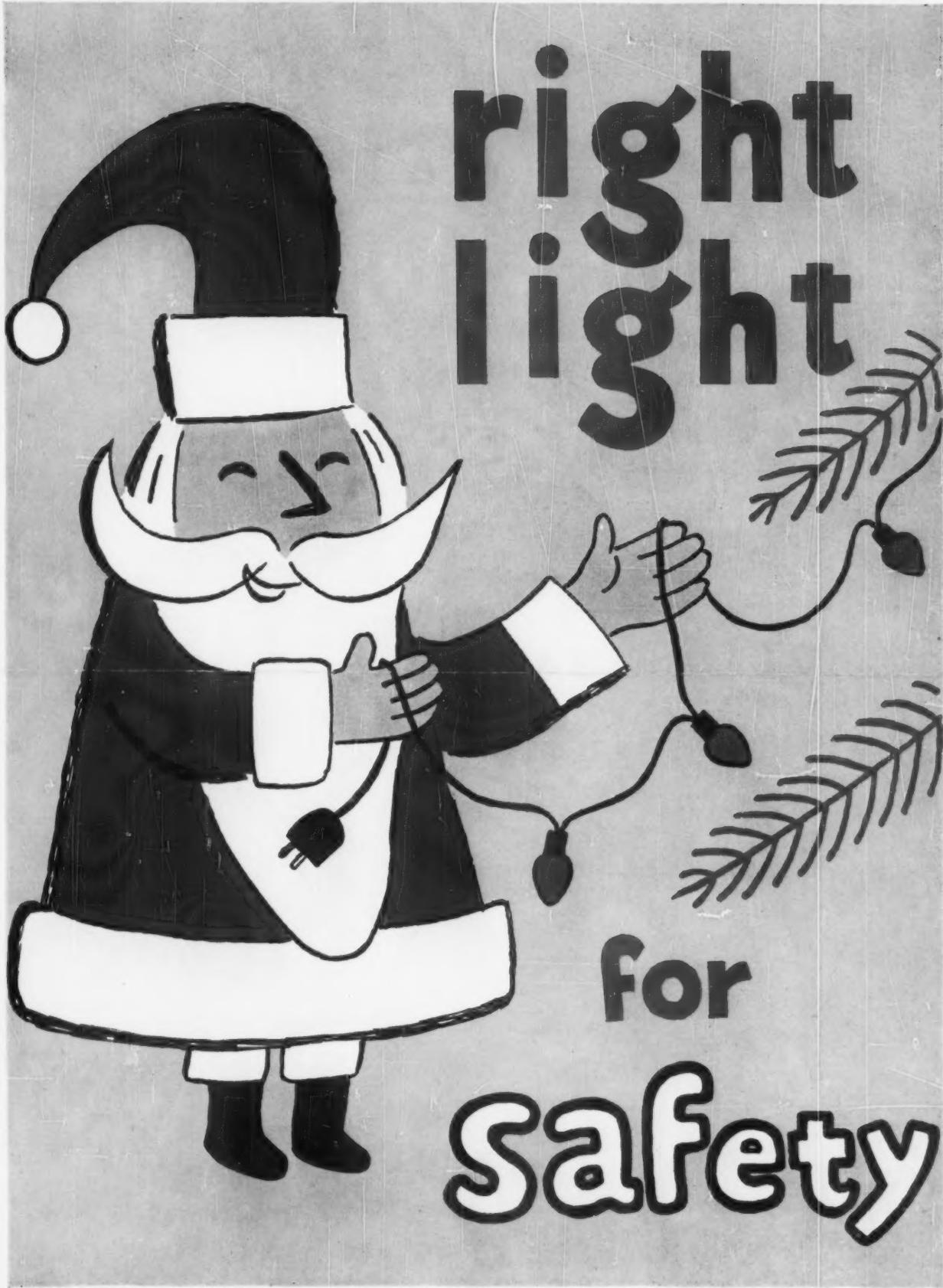


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S-1938-A

4

SEC 2



Safety CONSCIOUS UNCONSCIOUS



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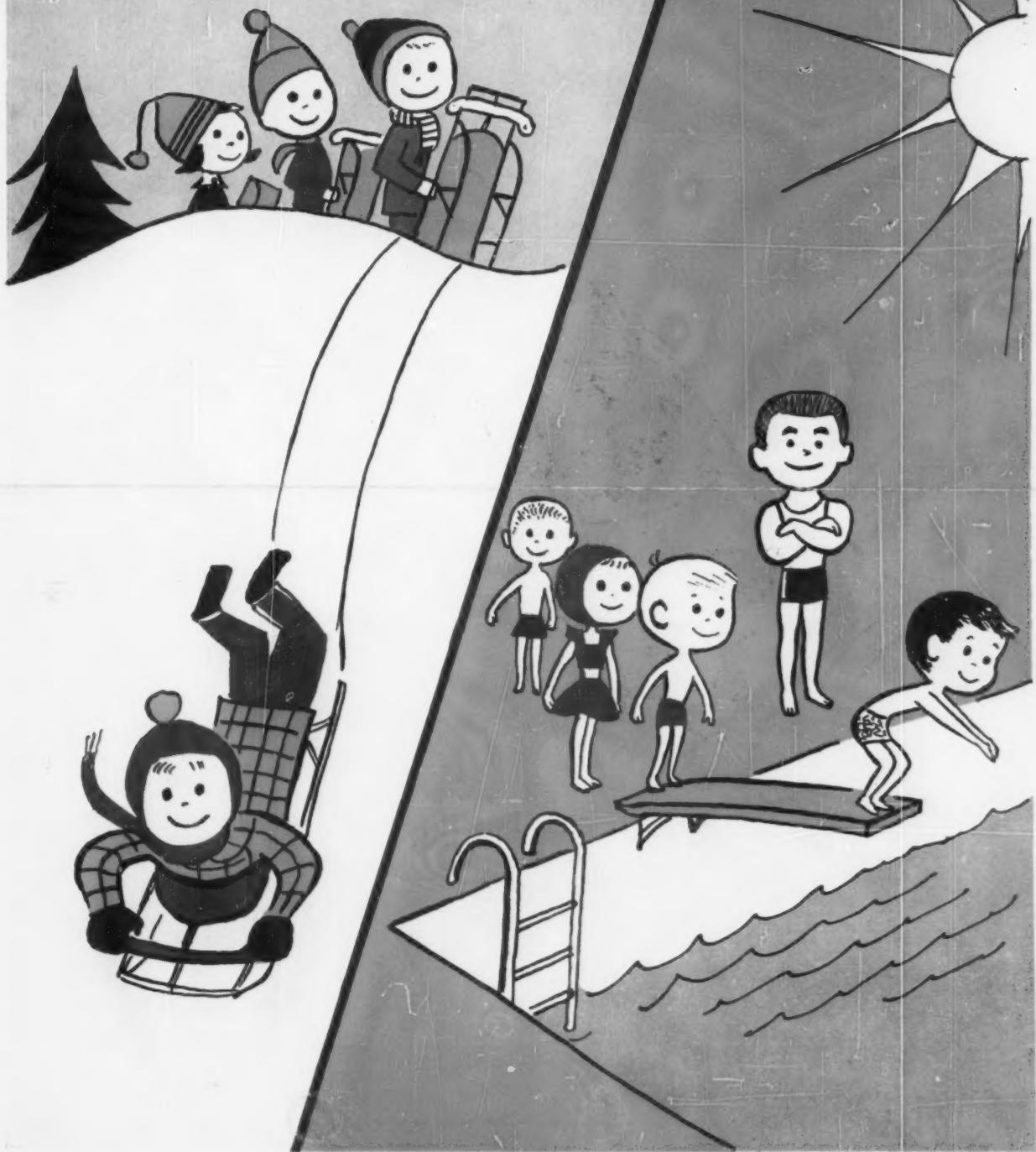


S-1940 -A

5

SEC 2

take turns



NOT ACCORD-ION



TO SAFETY RULES!

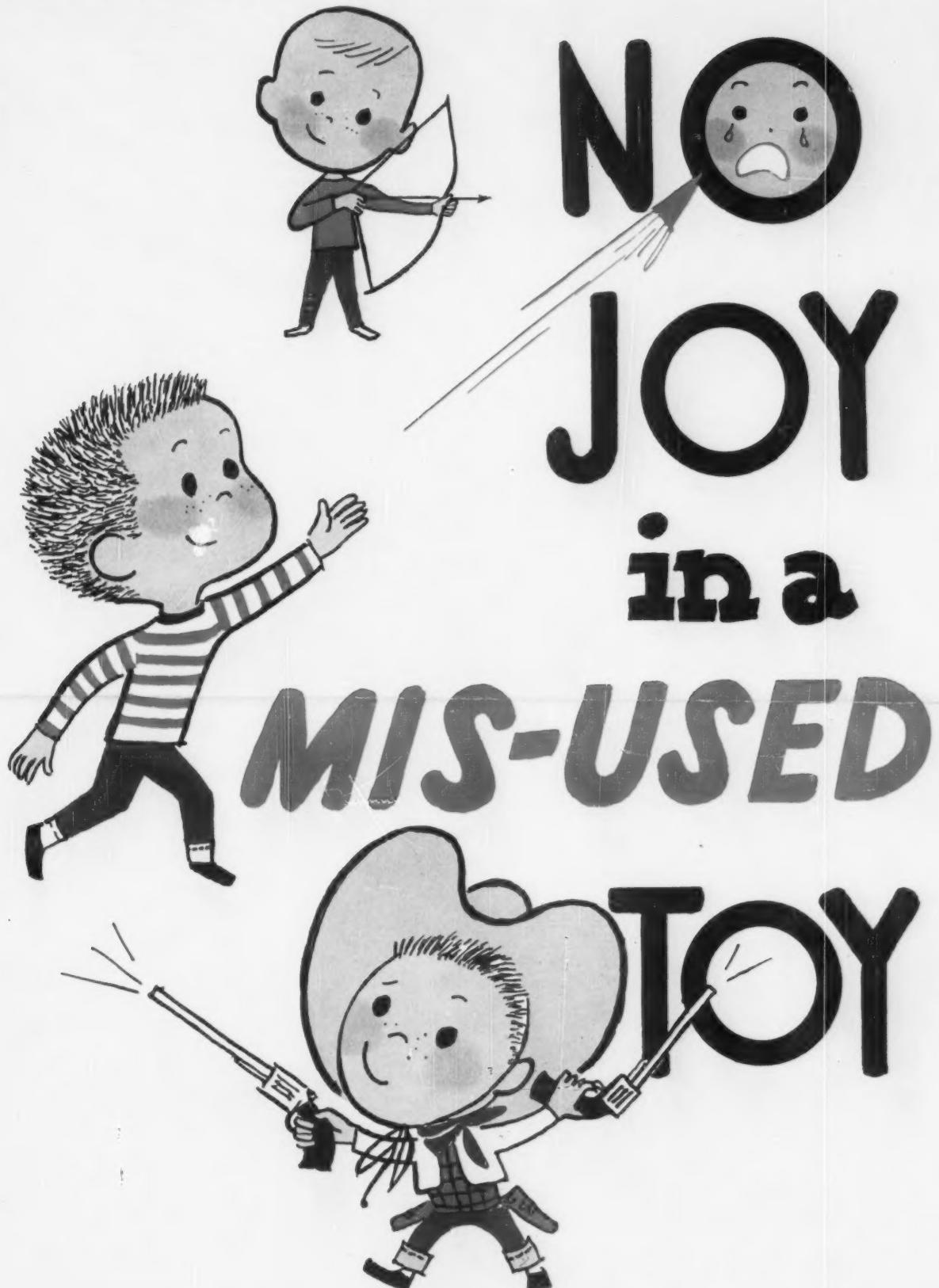
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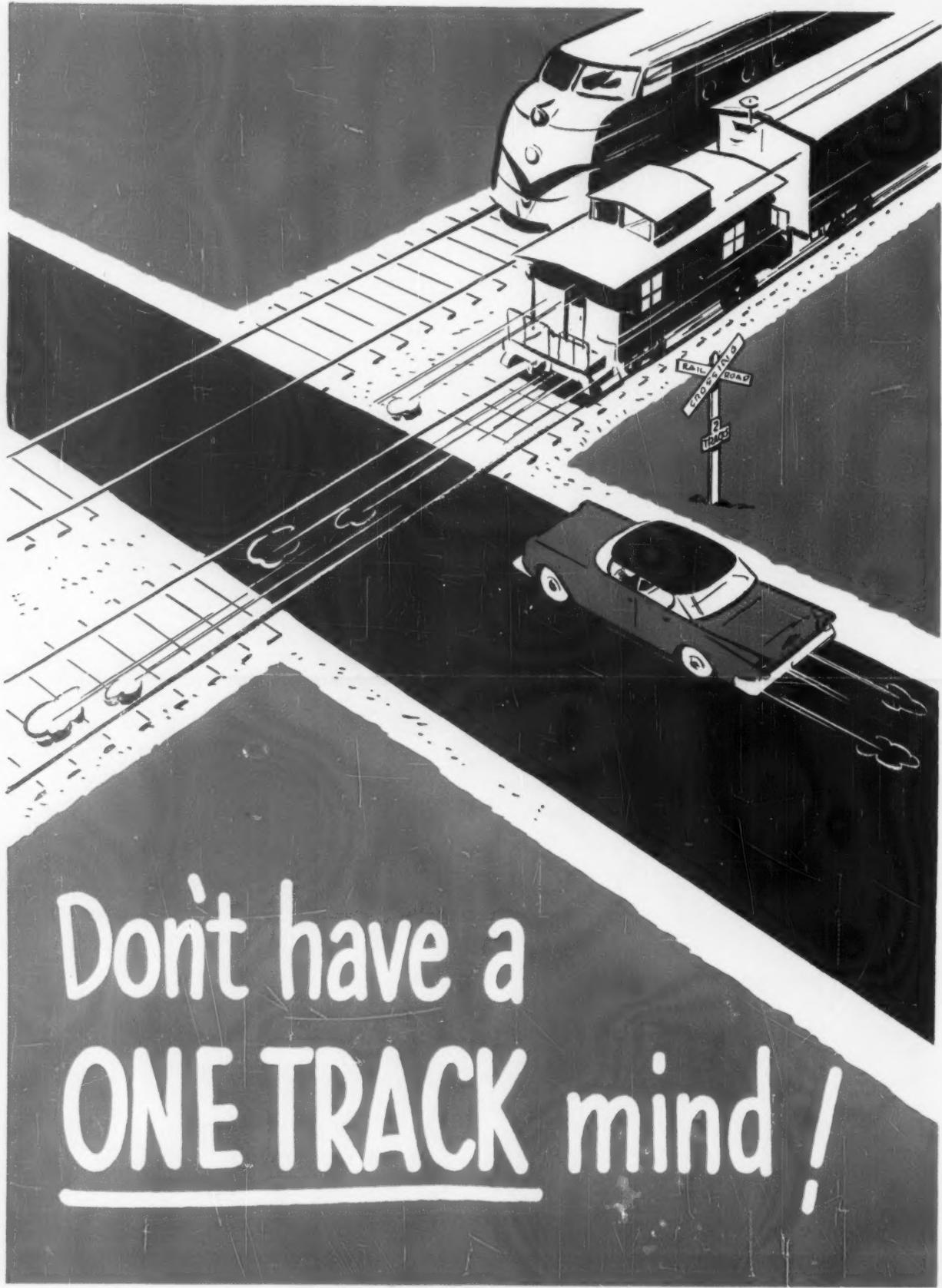


S-1942-A

6

SEC 2





Don't have a
ONE TRACK mind!

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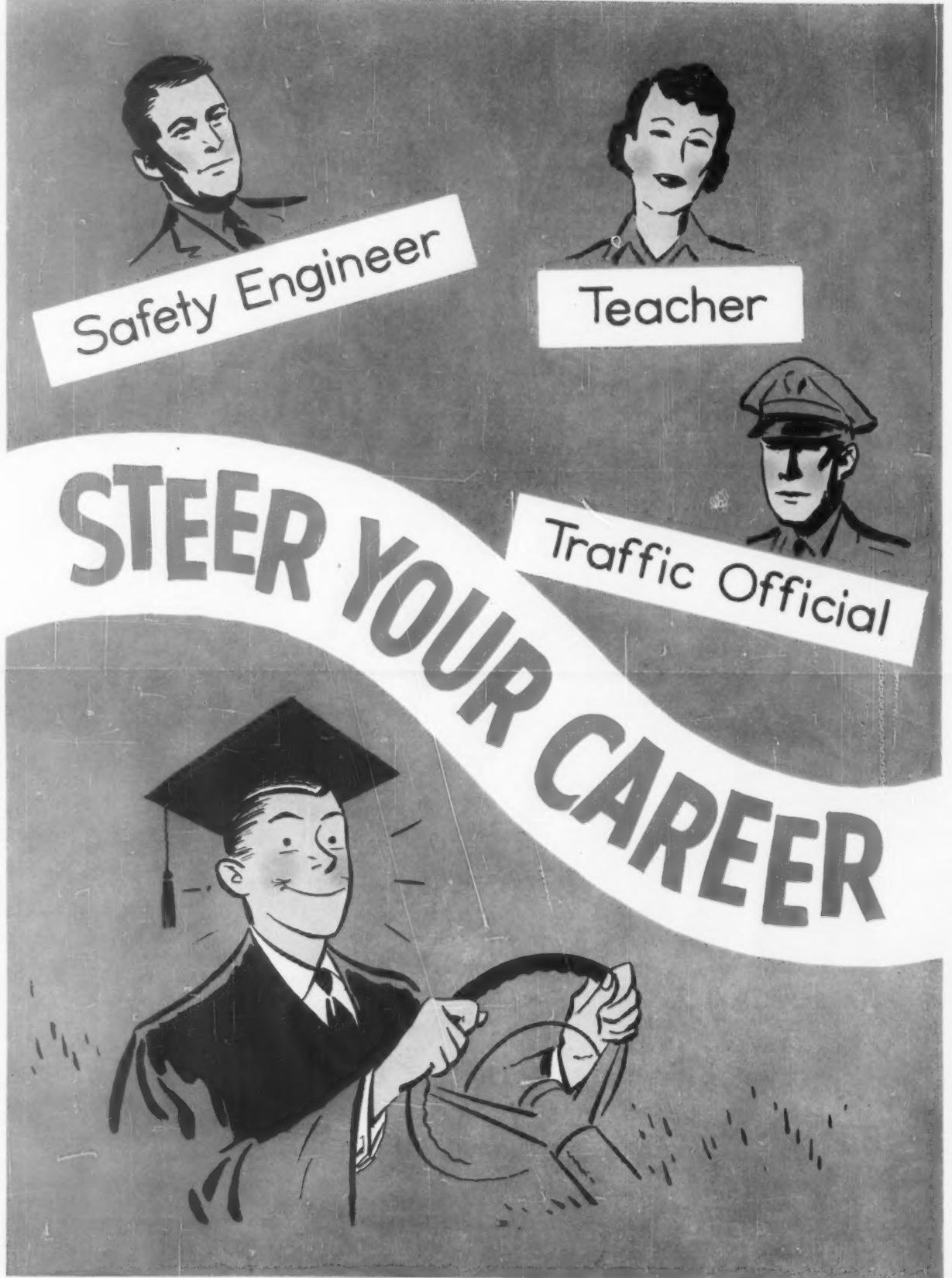
S-1944 -A

7
SEC 2

BE SAFE

- Not Silly





Safety Engineer



Teacher



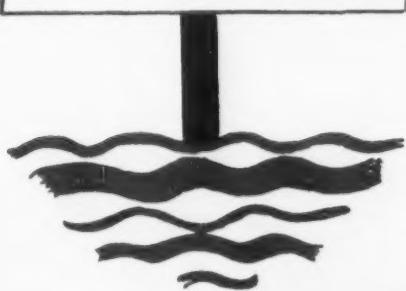
Traffic Official

STEER YOUR CAREER

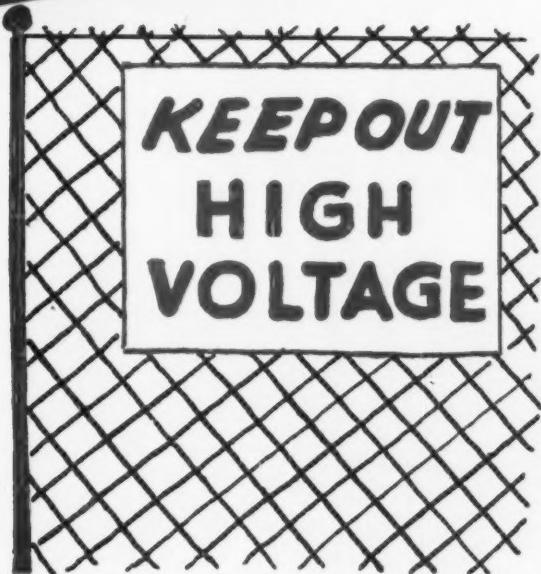
8

SEC 2

**NO
SWIMMING**



OBEDY SIGNS OF SAFETY



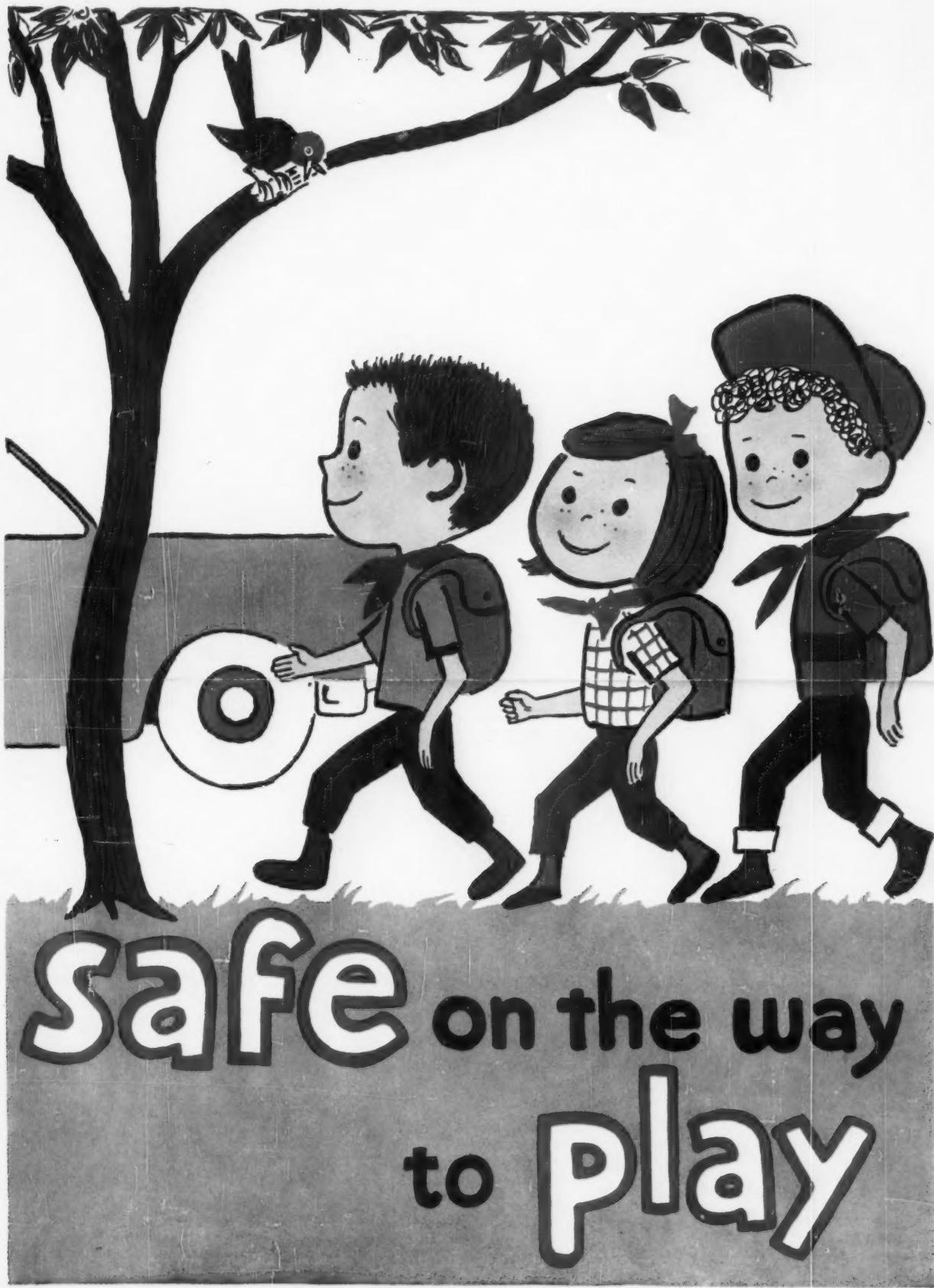
**it's what's
UP
FRONT**

**that
counts**



9

SEC 2



**safe on the way
to play**





How Long Does Luck Last?

